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ABSTRACT

This handbook, designed to help women considering returning to school, explores the educational opportunities available locally and evaluates which programs suit their needs. Part 1 considers concerns in assessing the feasibility of part- or full-time study, including tuition and financial aid, child care, transportation, and preparation to return to school. Part 2 provides information on jobs with good occupational outlooks and directs women toward resources on career counseling and planning. Part 3 presents guidelines about what to look for in an educational program and reviews options in terms of learning settings. The steps in applying to local programs are covered next. Suggestions are made for steps following acceptance. Part 5 covers aspects of school life that often create anxiety for new students: study habits, math anxiety, writing papers, test-taking, and being older than other students. The effect that student status may have on home and family life is then discussed. Parts 6 and 7 explore two factors that help make becoming a student enjoyable and feasible: getting support and getting organized. An appendix contains a checklist for returning students, a resource list for single mothers and displaced homemakers, and a listing of resource organizations. (YLB)

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My Turn:

A Woman's Guide to Returning to School in the New Haven Area

Prepared by:

The Learner's Compass
An Adult Education
Information and Referral Service

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This handbook is part of a project funded through the Connecticut State Department of Education, Division of Vocational and Adult Education, Bureau of Vocational Program Planning and Development, under Public Law 94-482, The Vocational Education Amendments of 1976. It is offered as a resource to women who are making the decision to return to school or college in preparation for work. The handbook and additional resources for women's support services programs are available through the Bureau of Vocational Program Planning and Development, telephone 566-3430, or by writing BVPPD/DVAE, Box 2219, Hartford, Connecticut 06115.

Funds for the reprinting and distribution of MY TURN were made available by The Fund For The Improvement of Post- Secondary Education.

My Turn:

A Woman's Guide to Returning to School in the New Haven Area

Prepared by Paula Kline
and the staff of The Learner's Compass

This Guide is dedicated to all the women who are just learning to say, " My Turn! "

My Turn is also available in Spanish from The Learner's Compass 905 Quinnipiac Avenue in New Haven, CT. 06513. The names of the women in all of the cases have been changed. We have attempted to make all the information in this guide as up-to-date as possible. However, because staff and organizations often change quickly, we advise you to call for information about new changes in personnel, organizational structure, eligibility requirements, and the like.

1981 by The Learner's Compass, Inc.

Graphics by Elizabeth K. Watson

ACKNOWLEDGEMENTS

This guide is an outgrowth of a project funded by the Connecticut Bureau of Vocational and Adult Education. Many people participated in its progress. Kati Baltimore prepared and wrote the sections concerned with understanding your interests. Cynthia Savo took responsibility for organizing and writing the sections on time management, support, and networking. Nancy Creach conducted interviews with women students and developed the cases offered throughout the guide. Eric Metchik collected the information necessary for the section on program descriptions. Susan Bombardier conducted a survey of child care facilities for the section on child care options. Paula Kline organized and wrote the remaining sections of the guide. Joyce Erickson typed the manuscript. Many women at South Central Community College, Mildin Institute and the Greater New Haven State Technical College contributed their ideas and views, for which we are very grateful.

The reprinting and distribution of this guide is made possible by a grant from The Fund for the Improvement of Post- Secondary Education. This guide and other materials developed under the FIPSE grant are being used by women who have lost their jobs through layoffs and plant closings and who are seeking further education in order to re-enter the workforce.

The staff of The Learner's Compass would like to give special thanks to Carole Aiken for her unflagging commitment to the advancement of women, the counselors and administrators at all three sites for their cooperation and assistance and to Lynn DeMeester for her support and guidance.

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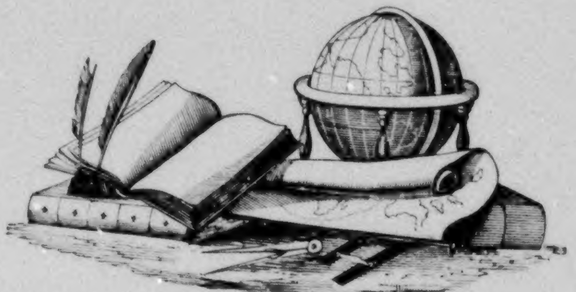
Introduction

Reasons for Returning to School

If you are considering going back to school, it may interest you to know that you are not alone! In many schools, women over the age of 25 make up the largest number of students enrolled! Why are so many women returning to school? There are as many reasons as there are life situations. Here are some true stories about women who went back to school in the New Haven area.



Necessity: The Mother of Invention

Karen is a widow with five children, ages 15 through 21. Karen went back to school to meet the demands of today's competitive work force. "I want to be able to make enough money to support myself and my kids; without a degree no employer will even consider you for a position making more than maybe $9,000 a year."

Karen is a fortunate mother. "I didn't have to worry about child care because my children take care of themselves. Housework wasn't a problem either, because my children handled the chores while I went to school. If there were any particular tasks I wanted done that the children didn't handle, I let it go until the weekend."

The problems facing a returning student after a period of time out of school were real for Karen. "I worried if my brain would function after 20 years of being out of school. I felt dumb and out of place. I had to brush up on study habits and it wasn't easy! As for test-taking and writing papers, I just sat down and said, 'I gotta do it.'"

Effective time planning was essential to Karen. "With my family, household responsibilities, and personal time I needed for myself, I could not have handled more than two classes. I always found enough time to relax because I established my priorities first. Everyone has to establish what's more important to them: a clean house, the expectations of others, or your school work."

Although Karen has no major at present, she takes advantage of the services offered by the school for this problem. "I don't think an associate's degree is enough today so I talk with my counselor to see what career options are open to me with a two-year degree. If there aren't any I'm interested in, we'll discuss educational goals for a four-year degree."

Overall, Karen acknowledges returning to school as an asset to her personal life. "Being a widow adds a different dimension to going back to school. It's brought me out of my depression and turned me back on to life; I also have opened up to others--I met a man who asked me to marry him. It's affirmative all the way! I'd recommend it to anyone!"

A Breadwinner's Story

Jan, 24, mother of two, never expected her husband to leave her. When he did, she found herself with no money, few skills, and responsibility for her two children. While welfare offered a lot of hassles Jan didn't need, she had to apply for aid to meet her family's financial crisis. "The first thing I thought of was, 'where can I get a job, any job, quick?'" Her job search led her to realize that the only jobs open to her paid so little that she couldn't even make rent payments. "I didn't like the idea of staying on welfare, but I knew that without training, I could never support my family on my own." Jan began visiting career counselors at local schools, compared programs, costs, and the job outlook for the job training available. "I decided to go back to school, but I wanted something I knew would get me a job. The programs at the technical school seemed long to me, but I was sure the pay-off would be there at the end. Tech school isn't easy. I still have a year left and I had to take some refresher courses to get in, but I have a family to think of. My kids will be better off later, even if we do have to deal with welfare for now."

Coming Into My Own

Carol's long-time dream had been to be a doctor. While friends and family had encouraged her to pursue nursing instead, Carol held on to her dream during five years of marriage and two children. A neighbor with whom Carol exchanged babysitting had started taking part-time courses and invited her to visit the school. With her neighbor's support, Carol registered for one course the first term and two the second. All three courses were required for a pre-med program and Carol, much to her own surprise, received two A's and a B.

Looking toward the future, Carol has written to several medical schools for information on programs and financial aid. She has also gotten in touch with an organization for women medical students. There, she met several other women in their thirties who encouraged her to get her B.A. and apply to medica school. "It seems like a long time to wait--through four years of college--just to get into medical school. I've waited this long, though, to start school--so what's another few years?"

Tightening Inflation

Susan and Bob have been married almost ten years. With two small children and a new house, they have been feeling the financial squeeze of inflation more and more. Susan decided to go back to school to finish the degree she had started years ago, but never completed: School represents an opportunity for a credential she can use when she looks for a job in a few years, once her children are school age.

"We both feel it's important for me to be with the kids when they are this age, but the pressures of inflation on Bob's salary are going to make it pretty hard on us in the future if I don't take a job in the next few years. I've found school is a good transition, too. Even with one course I need to arrange for child care and the sharing of housework. A real job will be different, of course--but taking classes now gives my husband and kids a chance to live without my being there every minute of the day. I think going to work will be a lot easier than it would have been without this experience."

Refilling the Empty Nest

Cathy's youngest boy will be seventeen next year, but she hasn't waited for her kids to leave home before considering her "second career." "I always enjoyed being home with my kids, but as they got older and needed me less, I knew I had to find some other interest."

Because Cathy was unsure of herself, she started with evening courses at the local high school. Having gained confidence, she applied to a technical school. Why technical school? "I was used to working with my hands inside the house and out-of-doors. My son was in technical school studying to be a biomedical technician. The program sounded challenging--and it was a chance for me to get some very practical training. I love it!"

Cathy's children, even as adults, have a central role in her life, but she says now, "I have more to share with them and I know my life won't be over when they are all on their own."

Climbing the Ladder

Nadine, 28, works for Southern New England Telephone Company. For five years she has worked in a clerical position. Although Nadine is interested in advancement, she is not sure she wants to leave the phone company. After learning about the educational benefits available to her as an employee, Nadine decided to take a few evening courses in accounting. While she is not sure yet whether she will work towards a two-year or a four-year degree in accounting, she is sure that she will try to move into some aspect of the accounting field at the phone company.

"Aside from enjoying my classes and meeting people outside of work, I think going back to school will definitely help me in my career. I now have a better sense of where I want to go and how to get there."

Temporary to Permanent Layoff

Forty-two year old Diana has worked as a machinist since she was twenty-five. Last year Diana received notice that her plant would be going out of business. After four months of unsuccessful job hunting Diana realized she needed additional training if she was to find a job that would pay her enough money to support herself.

Diana was concerned about going back to school at age forty-two, and about translating her seventeen years of machinist experience into a marketable skill. Diana decided that after seventeen years as a machinist she understood business production, and would seek training that would up-grade her machinist knowledge. After considering her goals and researching various possibilities Diana chose to enroll in an adult business management program. She discovered that her machinist experience could be incorporated into life experience credits, and that at age forty-two she was not the oldest in her classes.

Diana's unemployment compensation, personal savings and financial aid helped her live while she completed the two year program. Now at age forty-four Diana has completed her training and is production manager for a small company. Diana says " As a production manager I know the warning signs of business trouble, and maybe with the help of other managers we can prevent others from losing their jobs."

Whatever your reasons for considering a return to school, you will want to explore the educational opportunities available to you locally and evaluate which programs suit your needs. This guide is designed to help you with this process of exploration.

How this Guide is Organized

Part One takes a look at some of the questions you will need to answer in order to assess the feasibility of part- or full-time study: How will I pay for school? Who will take care of the children? How will I get there? Do I have the skills it takes to do well in school?

Part Two is designed to help you focus on the career area of interest to you. It covers information on jobs with good occupational outlooks and directs you toward resources on career counseling and planning.

Part Three gives you some guidelines about what to look for in a program, describes programs and schools in the Greater New Haven area, and reviews your options in terms of learning settings.

Part Four reviews the steps you will need to take in applying to local programs as well as what to do once you've been accepted.

Part Five covers some of the aspects of school life which often create anxiety for the new student: studying habits, math anxiety, test-taking, writing papers, and being older than other students.

Part Six discusses the effect your student status may have on your home and family life: what to do when your children are ill, how to handle guilt, sharing household responsibilities, and finding time for the important people in your life.

Parts Seven and Eight explore two factors which help make becoming a student enjoyable and feasible: getting support and getting organized. These sections offer some helpful hints on how to do both.

The Appendix includes a checklist for returning students, a resource list for single mothers and displaced homemakers, and addresses of other women's organizations of interest.

This guide is meant as a starting point if you are interested in going back to school. Take full advantage of the resources listed in the guide, as they are available for your use. It is our hope that the guide will prove helpful to you and we wish you success in your search for a creative and rewarding future.

Part One

Before You Go Back: What to Consider

Before You Go Back: What to Consider
Tuition: Can I Afford It?

Going to school can be expensive, and for many women the first question quite naturally is: can I afford it?

Although the cost of education has gone up in recent years, it is not impossible to finance your education. Inexpensive programs do still exist. You may also be eligible for a variety of scholarships, grants, and loans. Not surprisingly, however, the answer to the question of paying for school depends upon how much the program will cost you and for how long.

Budgets: How Much Do I Need?

Your first step is to write up a budget which includes the cost of the program and your personal expenses. You may want to use the budget chart listed on pg. 11 for several schools or programs you are considering.

TUITION

Tuition varies widely from school to school. Public schools tend to be much less expensive than private schools. The rate of tuition (which can be found in the school catalog) may be presented in terms of credits. If a credit costs $100, for example, a standard 3-credit course will cost you $300. The cost of a course may vary if you go part-time rather than full-time, as well as if you attend as a day- or an evening student. (Specific tuition information is listed in Part III.)

FEES

Most schools require an application fee, which is non-refundable and usually non-waivable. You should speak to the Director of Admissions if you would like to request a fee waiver. Some schools also require other fees, such as student activities fees, parking fees, lab and equipment fees and graduation fees.

BOOKS AND SUPPLIES

Books are an expensive item. Fortunately, New Haven has many fine used book stores which are often flooded with used texts and college course books. You may want to try:

Bryn Mawr Book Shop
56-1/2 Whitney Avenue
New Haven, CT 562-4217

Atticus Books Sale Annex
1018 Chapel Street
New Haven, CT 777-8216

The Paperback Book Trader
77 Whitney Avenue
New Haven, CT 562-4844

Whitlock's
15 Broadway Avenue
New Haven, CT 562-9841

Check if the school you are interested in has a book exchange or a used book service. If you do purchase new books, you may be able to sell them back at the end of the term. Each program catalog should provide you with an estimate of what books and other supplies will cost you.

INSURANCE

Some schools require participation in a health insurance program or their own health services. Even if you may already nave coverage which is adequate, the school can require you to pay into its program. Be sure to find out if such coverage is mandatory and how much it costs.

BUDGET CHART

SCHOOL EXPENSES	School A	School B	School C
Tuition			
Fees			
Books, supplies			
Insurance			
PERSONAL EXPENSES			
Rent			
Food			
Laundry, cleaning			
Transportation --to school			
--to arrange for child care			
Car expenses			
Medical care			
Clothing			
Community/church activities			
Recreation			
Other			

YOUR RESOURCES

Having considered the costs of several programs that interest you, you now want to look into your wallet and evaluate your own resources. It may be that you have enough money to cover school costs by adjusting your current budget. If you would like help on budgeting and cutting corners, you can contact the Cooperative Extension Service at 789-7865.

WHERE TO GET FINANCIAL AID

For specific information on sources of financial aid, how, when and where to apply see the appendix p. 121.

Your search for financial aid should begin almost as soon as you decide upon returning to school. Lack of money for tuition is probably the biggest obstacle women face. When you are considering particular programs, make a point of checking out their financial aid office. Is the school eligible to award both federal and state student aid? Which state and federal programs do they offer? Does the school have its own aid program--scholarships, grants, loans? Which forms do they require? When are they due?

Financial aid obtained through the school itself, as these questions suggest, may take the form of state and federal grants and loans. The following chart spells out the programs traditionally offered to students. Be prepared for major changes in these programs in the next few years, however.

If you have any questions about Federal Programs, call 1-800-638-6700 or 1-800-492-6602. This is a toll-free Federal Student Information Center for Financial Aid.

Connecticut information may be obtained by calling the Governor's Information Bureau at 1-800-842-2220 and asking for information on state aid for higher education, or by getting a copy of Need a Lift? for 50¢ from the American Legion, National Headquarters, P.O. Box 1055, Indianapolis, Indiana, 46202.

WORKING YOUR WAY THROUGH SCHOOL

You may be able to pay for your schooling by working. If you are currently working, you should find out from Personnel whether your benefits include a tuition reimbursement program. Many tuition reimbursement programs will cover up to 80% of your tuition.

APPLYING FOR AID

As an adult looking for aid, you will soon discover that financial aid programs are geared to traditional college-age students. This may be particularly true if you are planning on attending school part-time. Receiving financial aid as a part-time student can be very difficult. Read the required forms carefully before filling them out. Create a file for your financial information. Keep copies of your income tax returns, a photocopy of forms you submit to the school, and any loan or scholarship agreement you sign. Most financial aid offices have several staff members. If you are having trouble with the forms or have any questions, don't hesitate to ask for help.

FINANCIAL AID AND WELFARE

State Welfare

WIN is a program of the Connecticut State Department of Income Maintenance, which helps find jobs for women receiving Aid to Dependent Children (AFDC)*. If you are receiving State Welfare, you can continue to receive welfare after you have enrolled in college. In some cases the WIN Program will help pay for day care and transportation. WIN must approve the college program before you actually start to qualify for day care and transportation expenses. It is best to approach WIN at the time you receive your acceptance into a program, even though it might be several months before you actually begin.

* All women receiving A.F.D.C. who do not have any children under six and are in good health must be registered for WIN. If you have children under six, it is your choice as to whether to register or not.

Here are two limitations to the WIN program: first, the course can only take one year to complete; second, WIN must do an appraisal of the student to determine future employability. WIN can not pay for tuition, and recommends that students get a Basic Educational Opportunities Grant through the school they are going to attend. The phone number for more information on WIN is 789-7979, and the address is 194 Bassett Street, New Haven.

City Welfare

Employability is the main factor in obtaining city welfare. City welfare will not continue to pay if a woman is not able to be employed.

OTHER WAYS OF SAVING MONEY ON YOUR EDUCATION

Credits by Examination

You can save money by taking exams through the College Level Examination Program (CLEP). This program allows you to study for and take an exam for credit, rather than taking a course. While you do pay to take the exam, it will cost you a lot less than a course would have. CLEP may be appropriate for you if you enjoy working and studying on your own, if you are already strong in a subject, or if you just need a brush-up to be strong in a subject. Sample or practice tests are available for sale and in most public libraries if you want to see how you do on your own before registering and paying for the exam. Exams are offered in:

--English Composition
--Mathematics
--Natural Sciences
--Social Sciences
--Humanities
--Over 40 other specific course areas.

The exams are multiple choice, and may be taken at any time. For more information, write:

College Entrance Examination Board
Box 1824
Princeton, New Jersey 08540

Send $1.00 for the booklet entitled CLEP General and Subject Examinations: Descriptions and Sample Questions.

External Degree Programs

The Board for State Academic Awards allows adult learners to earn an academic degree independently. As an adult you can earn a degree through the Board for State Academic Awards (BSAA) by (1) sending official transcripts of previous college-level work to the BSAA; and (2) earning the additional credits needed for a degree through college courses and/or proficiency exams.

You are required to submit a program proposal which, when approved, becomes a learning contract. When you have accumulated enough credit from various sources, your record will be reviewed and you will be recommended for the degree toward which you have been working.

For information on enrolling in this external degree program, write:

The Board of State Academic Awards
340 Capitol Avenue
Hartford, Connecticut 06115

There is a non-refundable fee of $75 which covers basic advisement, evaluation, validation, and record-keeping for an initial two-year period. Other fees are required, but again you may pay less for the degree through the BSAA than you would through any one institution. The following degrees are offered by the BSAA:

Associate in Arts
Associate in Science
Bachelor of Arts
Bachelor of Science

You can earn credit toward these degrees through the following sources:

1. College courses at accredited institutions. There is no time limit on transferability of college course credits.
2. University correspondence courses approved by BSAA.
3. Nationally-accredited non-collegiate courses.
4. Military service school courses.
5. Non-collegiate courses accredited by BSAA.
6. Individual Special Examination Program, arranged by BSAA when standard exams are not available.
7. Proficiency exams, including:
a. College-Level Examination Program (CLEP)
b. American College Testing Proficiency Examination Program (ACT-PEP)
c. Undergraduate Program Field Test
d. Graduate Record Advanced Examination (GRE)
e. Advanced Placement Examination (AP)

Another program to consider is the Charter Oak College program. It offers an external degree program for adults. Through this program you can combine experiential learning, traditional courses and credit by exam and independent study. For more information contact:

Dr. Helen Rakieten
Regional Coordinator
Charter Oak College
c/o Board for Academic Awards
340 Capitol Avenue
Hartford, CT 06115

Phone: 1-800-842-2220 ext 42

Transferring Credit

If you attended college or vacational school in the past, check to see how many credits the school you are interested in will accept. In this way you will cut down on the number of courses or credits required for your degree or certificate.

For more information on other sources of credit, you may want to consult these books:

Guide to Credit by Examination and National Guide to Educational Credit for Training Programs write:
Publications Division
American Council on Education
One Dupont Circle
Washington, D.C. 20036

Guide to Independent Study Through Correspondence Instruction, 1980-82 order from:
Peterson's Guides
Book Order Department
Box 978
Edison, New Jersey 08817
$4.00 + $1.25 handling

Gordon, L.W. and J.H. Schub, On-Campus/Off-Campus Degree Programs for Part-Time Students
order as above. $4.50 + $1.25 handling

The Weekend Education Source Book
New York: Harper's Magazine Press, 1976

Ekstrom, R.B., A.M. Harris, and M.E. Lockheed, How to Get College Credit for What You Have Learned as a Homemaker and Volunteer. Princeton, N.J.: Educational Testing Service, 1977 $3.00

Get Credit for What You Know
Women's Bureau, U.S. Department of Labor, Washington, D.C. $ .25

Write:
Council for the Advancement of Experimental Learning (CAEL)
Lakefront North Suite 300
Columbia, Maryland 21044

WHERE TO GO FOR INFORMATION ON FINANCIAL AID

Here is a list of guides and directories on financial aid you may want to send for or consult at the local library.

Proia, Nicholas C. and Vincent M. DiGaspari, Barron's Handbook of American College Financial Aid. Woodbury, NY: Barrons, 1978.

College Bound: Directory of Special Assistance Programs and Financial Assistance for Black and Other Minority Group Students. White Plains, NY: Urban League of Westchester, 1970.

Schlacter, Gail, ed., Directory of Financial Aids for Women. Los Angeles: Reference Service Press, 1978.

Leider, Robert, Don't Miss Out: The Ambitious Student's Guide to Scholarships and Loans. Alexandria, VA: Octameron Associates, 1979.

Educational Financial Aid for Women: An Information Packet. Jean Marzone, compiler, San Francisco, WEECN, 1979.

Educational Financial Aid Sources for Women. Clairol Loving Care Scholarship Program. New York: Clairol Loving Care Scholarship Program, 345 Park Avenue, 5th floor. Free.

American Association of University Women, Educational Financial Aids. Washington, D.C.: AAUW, 1976. Send $1.00 to AAUW Sales Office at 2401 Virginia Avenue NW, Washington, D.C., 20037.

Financial Aid: A Partial List of Resources for Women. Washington, D.C.: The Project on the Status of Women, Association of American Colleges, 1818 R. Street NW, Washington, D.C., 20009. Free.

Financial Aid: Where to Get It, How to Use It. Washington, D.C.: Business and Professional Women's Foundation. Write B.P.W. Foundation at 2012 Massachusetts Avenue, NW, Washington, D.C., 20036.

Kohl, Kenneth and Irene, Financing College Education. New York: Harper and Row, 1980.

Lever, William E., How to Obtain Money for College: A Complete Guide to Sources of Financial Aid for Education. New York: ARCO Publishing, 1976.

Meeting College Costs. New York: College Entrance Examination Board, 1979.

Need a Lift? The American Legion, Indianapolis. Send 50¢ to The American Legion, National Headquarters, P.O. Box 1055, Indianapolis, Indiana, 46202.

Paying for Your Education: A Guide for Adult Learners. Princeton, NJ: The College Board, 1980.

Feingold, S.N. and M. Feingold, Scholarships, Fellowships, and Loans, volume 6. Arlington, MA: Bellman, 1977.

Scholarships Offered by the States. Moravia, NY: Chronicle Guidance Publications, annual.

A Selected List of Major Fellowship Opportunities and Aids to Advanced Education for U.S. Citizens. Washington, D.C.: National Science Foundation, 1976.

A Selected List of Post-Secondary Education Opportunities for Minorities and Women. Washington, D.C.: Office of Education, 1979. Write the U.S. Dept. of Health and Human Services Office of Education at 400 Maryland Avenue, SW, Washington, D.C., 20202.

Student Consumer's Guide: Five Federal Financial Aid Programs, 1981-82. Washington, D.C.: Office of Education, 1980.

Amherst Students, The Student Guide to Fellowships and Internships. New York: Dutton, 1980.

Brownstein, S. and M. Weiner, You Can Win a Scholarship. Woodbury, NY: Barrons, 1972.

Leider, Robert, Your Own Financial Aid Factory: The Guide to Locating College Money. Alexandria, VA: Octameron Associates, 1981.

Jawin, Ann J., A Woman's Guide to Career Preparation: Scholarships, Grants and Loans. New York: Anchor Books, 1979.

But Who's Watching the Kids?

Going to school, even part-time, may be a problem if you have not carefully thought through what your children will be doing while you're in school and doing the homework required outside of class hours. What are your options?

Three main types of child care are available:

In-home care
Family day care
Center-based care

All three types of care are available in the Greater New Haven area. Depending on the ages of your children, you may prefer one type of care over another. An in-home care-giver may be the best choice for an infant, while a preschooler may be happier with center-based care. Making a choice about the kind of care you need will depend upon the ages of your children, the availability of transportation, the hours you need care for, and not least of all the cost of care. Because the demand for child care is so great, you may find many facilities filled when you need one. Start looking into various day care arrangements as early as possible.

CHILD CARE OPTIONS:

Infants to 3 years	Children 3 to 5	Children over 5
Family Day Care	Family Day Care	Family Day Care (up to age 16)
Parents' Exchange or Mothers' Pool	Parents' Exchange or Mothers' Pool	Parents' Exchange or Mothers' Pool
In-Home Care	In-Home Care Licensed Day Care Center	In-Home Care After-School Day Care Center

IN-HOME CARE

Hiring a baby-sitter to care for your child in your own home is the most common form of in-home care, but in-home care may also include care of children by relatives, neighbors, or friends.

Why Use In-Home Care?

* An in-home care-giver may be appropriate for you if you have three or more children. Having a sitter in your home may be less expensive for you than sending all your children to a family day care home or day care center. You may also be saved the time and stress of arranging transportation to and from a day care arrangement outside your home.

* If you take evening classes, an in-home care-giver (whether your husband, other relative, or baby-sitter) can be advantageous because your child's regular evening schedule will not be disrupted.

* If your children are in school during the mornings and only need care in the afternoon, a baby-sitter or an older person who will come to your home may be perfect.

Where Can I Find In-Home Care-Givers?

If you live with a partner, you may want to share child care responsibilities with him. Many fathers would enjoy doing more with their children than they are doing now.

Finding another responsible person may be difficult. Friends, relatives, or an advertisement in the paper, grocery, or on a community center bulletin board can all be effective ways of locating baby-sitters. Both high school and college students are often eager to get regular baby-sitting jobs. If you have late afternoon or evening classes, a high school student may be a good idea. For school vacation periods, you might try a college student whose vacation corresponds with that of your children's. An older person may welcome an opportunity to be a "grandparent," and your child may benefit from time with adults of different ages.

Where to Find Baby-Sitters

Child Care Resource Center
254 College St. 4th floor, room 421
New Haven, CT 05610
787-8967 or 787-8444
The Child Care Resource Center maintains a list of baby-sitters and can provide you with information on other types of child care. Open 9 to 5, Monday through Friday.

Older Adults

Sage Advocate can help you locate older adults who may be available as baby-sitters. Call Mrs. Wilson at 777-7401, Monday to Thursday, 9:30 to 1:30.

High School Students

You can locate high school-age sitters by calling the Youth Services Bureau or the job service in your town. Numbers for these offices can be found in the blue pages of the phone book, arranged alphabetically by town.

College Students

The school you are attending may have a child development program where students are being trained to work with children. Ask at the admissions office for the person to speak to. If this is not the case, check with the student employment office. Many schools have a bulletin board listing jobs for students. You may want to put a notice up there.

Selecting the In-Home Care-Giver For You

Before you hire a baby-sitter or arrange to have a friend or family member as your in-home care-giver, you want to make sure both you and your child feel comfortable with that person. Here are some questions you might want to ask a prospective in-home care-giver:

--what activities do you do with children?
--what do you do when a child disobeys?
--what do you do when you become angry with a child?
--what are some things you do with children to help them learn?

If you are considering a younger person, you may want to ask about their experience--have they baby-sat for younger brothers or sisters?

Once you've found someone you like, arrange for them to spend time with your children. Be aware of both how the baby-sitter responds to your children and how they react to him or her. Also, when you decide to hire someone, review the job requirements as you see them. If you are planning a long-term arrangement, you may even want to write down the arrangements you've agreed upon, thus avoiding misunderstandings in the future. There may be times when your regular sitter is ill, and it could just be the day you have an exam or you are giving a presentation in class. Try always to have several other names of people you could call upon in such cases.

How Much Will It Cost?

The cost of hiring a sitter will vary depending upon the length of time you will be at school and the number of children being cared for. You may be able to hire a sitter for as little as $1.50 an hour. Sitting services charge up to $2.75 an hour on weekdays and evenings.

FAMILY DAY CARE HOMES

Family day care is provided by a "day care mother" who takes care of a number of young children in her home. In Connecticut, if your children are being taken care of in someone else's home for more than four hours a day, the home must be licensed by the State of Connecticut Department of Income Maintenance. These licensed homes are called Family Day Care Homes. Licensing includes a study of the home, references as to the ability of the care-givers to properly care for the children, and assurance that safety codes are being met.

Why Use Family Day Care?

* If you have only one or two young children, family day care may cost less than other kinds of care.

* If you want your children to be cared for in a home environment rather than in a day care center.

* If you take afternoon courses and need child care for after-school hours, you may want a family day care home where your child could go after school.

Where Can I Find Licensed Family Day Care Homes?

Locating a day care home can be done informally by checking the newspaper, talking with friends, contacting local churches or PTA's. You should also call the Day Care Specialist, Department of Income Maintenance, at 194 Bassett Street in New Haven. The Day Care Specialist (Mrs. Sultzman) can be reached at 789-7638. She is available to give you a list of all licensed family day care homes in your area over the phone. The Child Care Resource Center will also provide you with information regarding family day care homes, at 787-8967 or 787-8444.

Selecting the Family Day Care Home For You

Arrange to visit two or three family day care homes. Be sure they have their license. Consider the home and its furnishing--will you feel comfortable leaving your child there? Take a look at all the rooms and outside areas your child will be using. Don't hesitate to ask the day care mother questions; she should expect you to. Here are some questions you might want to ask:

--How did you get started as a family day care provider?
--How long have you been doing it?
--How many children do you care for each day? What are their ages?
--What types of things do you like to do with children?
--What sort of activities would my child take part in?
--How do you care for sick children?

As with arranging an in-home care-giver, you want to have your child spend time with the day care mother. Review with the day care mother what you expect from her and what you understand your responsibilities to be. Writing up an agreement, which can be changed at any time, may help in clarifying your expectations.

How Much Will It Cost?

Family day care homes set their own fee schedule. The lowest weekly fee you are apt to find for one child is $25, but the fees can go as high as $60 to $70. Some family day care homes are on a sliding scale and may cost you less if you have a low income or receive AFDC. When you request names of family day care homes from the Department of Income Maintenance (789-7638), ask which homes have sliding scales.

CENTER-BASED CARE

The third type of child care is called a day care center. A day care center is a licensed facility that specializes in caring for pre-school children. In some respects it is modeled after a mini-school, with assigned play time, rest times, and snack times. Most centers have several care-givers on their staff, and care for a large number of children at one time.

Why Use a Day Care Center?

* If you expect to be in school for several years and would like your children to have a regular, long-term arrangement, you may want to find a center which will take your children at an early age. In this way you can assure your children consistent care until they start school.

* If your child has special needs because of an emotional, physical, or mental problem, you may want to find a center which has trained staff and/or the necessary equipment for your child.

Where Can I Find Day Care Centers?

Information on day care centers can be obtained by calling or visiting the Child Care Resource Center at 254 College Street, New Haven, 787-8967 or 787-8444. We've listed the day care centers in the Greater New Haven area by geographic location, and in chart form. The charts will give you information on ages accepted, hours open, whether toilet training is required, whether there is a waiting list, whether lunch is served, and the cost. We have also noted the child care facilities at local schools and colleges in our program descriptions later in this guide.

Selecting a Day Care Center

Visit several centers and talk to the staff and parents of children who use the center. You will want to consider the size of the staff, the number and ages of children at the center, and the activities planned for the children. The U.S. Department of Health and Human Services reports that recent studies suggest that there should be:

One care-giver for every 4-5 children aged 3 and under;
One care-giver for every 7-9 children aged 3 to 5 years old.

When observing at a center, ask yourself whether children have to wait a long time to get the care-giver's attention, whether the care-giver looks too rushed to pay attention to each child, and whether you feel the care-giver could handle the children in case of an emergency. Ask about the care-giver's qualifications. Also, observe a day's activities. Ask about activities planned for children your child's age.

A visit to the center is often required before your child enrolls. You will be asked to provide information about yourself and your child, and this may include medical information. If you have to arrange transportation, ask about car pools, or convenient bus routes. If the center you choose requires a contract, read it carefully, and make any changes or ask questions BEFORE you sign it.

Before your child begins going to the center, ask what, if anything, he needs to bring. Lunch, blankets, changes of clothing may be requested. A number of pamphlets and books are available to help you evaluate day care centers.

How Much Will It Cost?

Day care centers average about $25 a week per child, but can go as high as $50 a week. Many centers have sliding scales based on income. If you are receiving A.F.D.C. or are in school or working with a low income, you may be able to receive free child care at specific centers for children under 5. These centers are starred in the chart which follows. If you have any questions about sliding scale or free care eligibility, call the Day Care Specialist at the Department of Income Maintenance (789-7638).

A list of child care centers may be found in the Appendix on p. 144. This is not a list of all the centers currently operating in the New Haven area. Other centers may be located by calling Info Line at 624-4143.

ALTERNATIVE SOURCES OF CHILD CARE

Parents' Exchanges, Mothers' Pools, and Cooperative Day Care programs are formed when several parents get together and each parent takes a turn with all of the children. This can be an informal system you can set up with fellow students or neighbors during class hours or to arrange study time. Talk with other women in class, put up notices at school (the ladies' room is a good place for notices!), or consult a school counselor for the names of other women with children. If you would like help organizing such an exchange, you may want to consult Pointers for Participating Parents, prepared by the California Council of Parent Participation Nursery Schools, Inc., 682 East 67th Street, Long Beach, California, 90805 ($5.50).

Another source for child care may be your work site. More companies are offering on-site child care. Check with the personnel department.

Finally, it would be ideal if all schools provided child care for their adult students. As a student you may be able to encourage the organization of on-site child care facilities. Make an appointment with the dean of students or the counselor to discuss your concerns about child care once you are enrolled.

PAYING FOR CHILD CARE

If you need financial assistance, here are three possibilities.

First, the U.S. Internal Revenue Service offers income tax credit if you use child care in order to work. You may qualify for a federal tax credit of up to 20% of your child care expenses. You may be able to deduct child care expenses for children under 15 and the cost of caring for a disabled parent or spouse. Call the IRS at 1-800-225-0717 and request Pamphlet 503, or call for more information at 1-800-343-9000.

Second, if you have a low income or receive A.F.D.C., the Department of Income Maintenance (789-7969) may provide you with a supplement to pay for a family day care home arrangement or in-home care. Current weekly provisions are approximately $15 for after-school care, $25 for one child, or $30 for more than one child in a child care facility. You should check with the WIN program (789-7979) concerning the course of study which interests you. There are restrictions on what assistance they will give you for child care, based on the type and length of program.

Third, you should look into day care centers with sliding scales, which take your income into account. There are a number of centers which may even be free for you. These centers are starred in the list of centers included in this guide. Call the specific center for more information on financial assistance.

ORGANIZATIONS & PUBLICATIONS OF INTEREST

For more information on child care, send a post card to:

American Home Economics Education Association
2010 Massachusetts Avenue N.W.
Washington, D.C. 20036

American Parents Committee, Inc.
1346 Connecticut Avenue, N.W.
Washington, D.C. 20036

Association for Childhood Education International, Inc.
3615 Wisconsin Avenue, N.W.
Washington, D.C. 20016

Children's Defense Fund, Inc.
1520 New Hampshire Avenue, N.W.
Washington, D.C. 20136

Coalition for Children and Youth, Inc.
815 Fifteenth Street, N.W.
Washington, D.C. 20005

Day Care and Child Development Council of America, Inc.
805 Fifteenth Street, N.W.
Washington, D.C. 20005

National Organization for Women
Task Force on Child Care
45 Newberry Street
Boston, Massachusetts 02116

National Black Child Development Institute, Inc.
1463 Rhode Island Avenue, N.W.
Washington, D.C. 20005

National Black Parents Organization
P.O. Box 6519
Washington, D.C. 20009

National Council for Black Child Development, Inc.
P.O. Box 28353
Washington, D.C. 20005

National Council of Negro Women, Inc.
1346 Connecticut Avenue, N.W.
Washington, D.C. 20036

Evens, E. Belle and George E. Saia, Day Care for Infants.

Evens, E. Belle, Beth Shub, Marlene Weinstein, Day Care: How to Plan, Develop and Operate a Day Care Center.

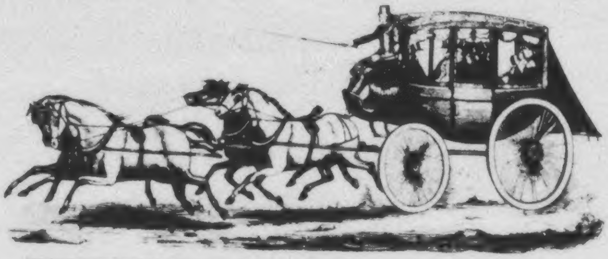
U.S. Department of Health, Education and Welfare, Guides for Day Care Licensing.

Women's Bureau, U.S. Department of Labor, Federal Funds for Day Care Projects.

A Parent's Guide to Day Care, U.S. Department of Health and Human Services Publication # (OHDS) 80-30254 was used in preparing information on child care options.

How Will I Get There?

You will want to consider the question of how you will get back and forth to school. Arriving late to classes or missing them altogether because of car troubles or inconsistent bus schedules can cause you a lot of unnecessary stress. Your options may include using public transportation, buying/maintaining your own car, and sharing rides with other students.



PUBLIC TRANSPORTATION

If using local buses is appropriate for you, you will want to call Connecticut Transit at 624-0151 (Monday through Saturday). They can give you information on which buses to take to each school and their hours of operation. They can also send you copies of the schedules you need. You will have to find out if the schedule fits the hours you need to be in school. Public transportation has the advantage of being inexpensive. It has the disadvantage of being occasionally unreliable.

GETTING TO SCHOOL BY CAR

If you are considering a car, you should keep in mind that gas prices are going to continue going up. Buying a car is an expensive proposition. Here are some tips to consider if you decide to buy a car:

Buying a New Car

1. Compare the reports of road tests made on new cars by consumer groups. Road tests can be found in consumer magazines like Consumer Reports, Consumer Guide, Consumer Research Magazine, and in magazines like Motor Trend, Hot Rod, or Road and Track, which can be found at the local public library.

2. Compare car dealerships. Check to see if any of the dealerships you are considering have complaints lodged against them by calling the Better Business Bureau (787-5788). Look into

the hours the dealer will be available to service your car, and decide whether they correspond with your schedule. Will the dealer provide or "loan" you a car when repairs need to be done on yours?

3. Try the car you are interested in on for size. Take a test drive with the number of children, pets, or other people you expect to have in your car regularly.

4. Check the fuel economy rating of the car.

5. Read and understand the warranty on the car. A free fact sheet on warranties is available from:
Federal Trade Commission
Warranties
Washington, D.C. 20580

6. Send for a free copy of Common Sense in Buying a New Car from either:
The Office of Public and Consumer Affairs
US Department of Transportation
Washington, D.C. 20590
or:

Consumer Information Center
Department A
Pueblo, Colorado 81009

Buying a Used Car

1. Be cautious and suspicious in shopping for a good used car. Call the Better Business Bureau to check on dealers you are considering (787-5788).

2. Inspect the car you are interested in thoroughly. If possible have the car run through a diagnostic center or inspected by a competent mechanic.

3. Consider where you will have your used car serviced and whether you will have trouble getting adequate service. Will parts still be available for the model you're interested in? Is there an authorized factory dealership for this make available in the area?

4. Check the odometer. There is a federal law which makes it illegal for anyone to tamper with the mileage of a car recorded by the odometer. If you buy a used car, be sure to receive a mileage disclosure statement before the transfer of title.

5. Consult a copy of the N.A.D.A. Official Used Car Guide for used car prices at your local library. This guide is issued monthly by the National Automobile Dealers Used Car Guide Co.

6. The U.S. Department of Transportation suggests that under the following circumstances you shouldn't buy a used car:
a. if you're refused a test drive with you at the wheel;
b. if you're refused a request to let your own mechanic check the car at his/her place of business;
c. if any and all promises for brake and clutch adjustments, tune-up, parts, etc. are not written down and signed by the person in charge before you buy;
d. if you're refused a final test drive and/or outside inspection after the seller has completed all promised, pre-purchase repairs or adjustments.

7. Write for a free copy of Common Sense in Buying a Safe Used Car from:

U.S. Department of Transportation
Nat'l Highway Traffic Safety Admin.
Office of Public Affairs and
Consumer Services
Washington, D.C. 20590
or:

Consumer Information Center
Department A
Pueblo, Colorado 81009

SHARING RIDES

Carpooling may be the answer for you if you live some distance from the school or if public transportation is inconvenient. The school may have a bulletin board for ride sharing. Ask for help in finding the names of other women students from your area who might be interested in carpooling. This can be a good way to meet other women students as well as saving you some money. The Connecticut Department of Transportation has a ride sharing service which may be able to help you, depending on when you are traveling. Call them at 1-800-842-1910. There is no charge. Two non-profit ride sharing matching services are planned for the New Haven area. You can call the same toll-free number for information.

CAR REPAIR

A number of guides on car repair are available. Advanced Learning, Inc., Chilton, Clymer Publications, Ford, Glenn and Peterson Publishers all publish numerous guides to car repair. Many of these are available at local libraries.

Billiet, Walter E., Do-It-Yourself Automotive Maintenance and Repair. Englewood Cliffs, NJ: Prentice-Hall, 1978.

Carlson, Margaret B. and Ronald Shafer, How to Get Your Car Repaired Without Getting Gypped. New York: Harper and Row, 1973.

Darack, Arthur, The Consumers Digest Automobile Repair Book. New York: McGraw-Hill, 1978.

Hochman, Shel, How to Save Money on Car Repairs. New York: Dodd, Mead & Co., 1976.

Reingold, Carmel B., A Woman's Guide to the Care and Feeding of an Automobile. Briarcliff Manor, NY: Stein & Day, 1974.

Till, Anthony, What You Should Know Before You Have Your Car Repaired. New York: New American Library, 1972. ($1.00)

Weissler, Arlene and Paul Weissler, A Woman's Guide to Fixing the Car. New York: Walker and Co., 1973.

Wyatt, Barb, The Greasy Thumb Automechanics Manual for Women. Iowa City Women's Press, 1976.

Am I Ready to Go Back to School?

Going back to school may take some preparation, especially if you have been out of school for some time. As a student you will have to read efficiently, take notes, and write papers. You will be responsible for group projects, class presentations, and class discussions. You will have to prepare for and pass exams, and complete laboratory assignments. Your own life skills have probably prepared you for many of these activities, as the following chart suggests.

Even if you feel confident you will do well in school, there are resources you can draw on if you want to brush up on your skills. If you wish to attend a technical school you may want to take a math review course.

SKILLS YOU MAY HAVE WHICH PREPARE YOU FOR SCHOOL WORK	Independent Study	Keeping Up With Reading	Note-Taking	Speaking Out in Class	Group Projects	Oral Presentations	Writing Papers, Doing Research	Math-Related Courses	Test-Taking
Cooperating with others as part of a work team				●	●				
Trying to persuade others to accept your ideas						●			
Making presentations to community groups				●		●			
Being the recording secretary for an organization			●						
Planning and organizing family activities	●				●				
Handling the family budget								●	
Reading the newspaper regularly		●							
Balancing the check book								●	
Using the library		●					●		
Developing new approaches to problems	●						●		
Doing detailed, accurate work							●		
Supervising groups of children or adults	●			●	●		●		
Writing project reports for a local organization							●		
Organizing your schedule, your ideas on paper			●				●		
Working under deadlines	●				●		●		
Reading aloud to your children, or with friends		●							
Making decisions under pressure									●
Using cooking measurements								●	
Following Instructions								●	●
Conducting a small survey						●	●		
Learning about parenting, child development	●	●							
Writing letters to the editor			●				●		
Speaking to your child's teacher				●		●			
Taking a driver's license test									●
Being the treasurer for a local organization								●	
Helping your children study for tests									●
Keeping up correspondence with family or friends			●				●		

"I graduated from high school over 20 years ago. Where can I take refresher courses in basic skills?"

"Fifteen years ago, I had to drop out of high school to work. Can I get a high school diploma in order to apply to college?"

If either of these cases sounds like you, there is an easy answer to your question. Refresher and review courses are offered through the adult education programs in most towns. Many college and vocational schools will offer credit and non-credit refresher and/or pre-technical programs. If you did not finish high school and the school you are applying to requires a high school diploma (as most do), you can take high school-level courses and earn a diploma or take the G.E.D. exam. The G.E.D. is a high school equivalency exam and is perfectly acceptable for admission into a program or school for post-high school work. Courses for G.E.D. preparation or high school-level review courses are generally very reasonably priced, and many are free.

PROGRAMS OFFERING REVIEW COURSES OR G.E.D. PREPARATION FOR ADULTS (arranged alphabetically by town):

Ansonia Adult Education
Ansonia High School
115 Howard Avenue
Ansonia, Connecticut 06401
735-1877
--offers elementary-level courses for adults, adult high school review classes, and other general adult classes.

Branford Adult Education
Branford High School
185 East Main Street
Branford, Connecticut 06405
488-7291
--offers elementary-level and citizenship courses for adults, adult high school diploma classes, and other general adult classes.

Cheshire Adult Education
Department of Education
29 Main Street
Cheshire, Connecticut 06410
272-8137
—offers adult high school review classes and other general adult classes.

Clinton Adult Education
Jared Eliot School
90 Rod Road
Clinton, Connecticut 06413
699-5723
--offers general adult classes.

Derby Adult Basic Education
51 Derby Avenue
Derby, Connecticut 06418
735-9282

-and-

Derby Adult Education
9 Garden Place
Derby, Connecticut 06418
735-9297
--offers adult basic education elementary-level courses for adults, adult high school review classes, and other general adult classes.

East Haven Adult Education
200 Tyler Street
East Haven, Connecticut 06510
469-5311
--offers adult high school review classes and other general adult classes.

Guilford Adult Basic Education
Baldwin Middle School
Bullard Drive
Builford, Connecticut 06437
453-5274
--offers adult high school review classes and other general adult classes.

Hamden Adult Education
2040 Dixwell Avenue
Hamden, Connecticut 06514
248-9311
--offers elementary-level and citizenship courses for adults, adult high school diploma classes, and general adult classes. Grants high school diploma for adults.

Meriden Adult Education
Meriden Adult Basic Education
22 Liberty Street
Meriden, Connecticut 06450
238-3300
--offers adult basic education, elementary-level courses for adults, adult high school review classes, adult high school diploma classes, and other general adult courses.

Middletown Adult Education
Middletown Adult Basic Education
Wilson High School
Huntinghill Avenue
Middletown, Connecticut 06457
347-8594
--offers adult basic education, elementary-level courses for adults, adult high school review classes, and adult high school diploma classes, as well as general adult courses.

Milford Adult Education
38 West River Street
Milford, Connecticut 06460
878-5771
--offers elementary-level and citizenship courses for adults, adult high school review classes, and other general adult classes.

New Haven Adult Education
Farnam Neighborhood House
162 Fillmore Street
New Haven, Connecticut 06513
562-9194
--offers adult courses for all levels of reading, writing, and math.

New Haven Adult Education
200 Orange Street
New Haven, Connecticut 06051
562-0151
--grants high school diploma

New Haven Adult Basic Education
197 Dixwell Avenue
New Haven, Connecticut 06511
787-6460
--offers Adult Basic Education elementary-level courses, adult high school review classes, adult high school diploma classes, and other general adult courses.

North Branford Adult Education
North Branford High School
49 Caputo Road
North Branford, Connecticut 06471
484-2895
--offers elementary-level and citizenship courses for adults, adult high school review classes, and other general adult courses.

North Haven Adult Education
North Haven High School
55 Bailey Road
North Haven, Connecticut 06473
239-1641
--offers elementary-level and citizenship courses for adults, adult high school review classes, and other general adult courses.

Seymour Adult Education
Seymour High School
Seymour, Connecticut 06483
888-2561
--offers Adult Basic Education elementary-level courses for adults, adult high school review classes, and other general adult courses.

Shelton Adult Education
Shelton High School
Meadow Street
Shelton, Connecticut 06484
735-9854
--offers Adult Basic Education elementary-level courses for adults, adult high school review classes, and other general adult courses.

Wallingford Adult Education
Wallingford Adult Basic Education
Mark T. Sheehan High School
Hope Hill Road
Wallingford, Connecticut 06492
265-2831
--offers Adult Basic Education elementary-level courses for adults, adult high school review classes, and adult high school diploma classes, as well as other general adult courses. Grants the high school diploma.

West Haven Adult Education
West Haven High School
Circle Street
West Haven, Connecticut 06516
934-6631

-and-

West Haven Adult Basic Education
Bailey Middle School
106 Morgan Lane
West Haven, Connecticut 06516
934-6631
--offers elementary-level and citizenship courses for adults, Adult Basic Education, elementary-level courses, adult high school review classes, adult high school diploma classes, and other general courses.

G.E.D. Testing

G.E.D. testing is given at South Central Community College, 60 Sargent Drive, New Haven. A Spanish edition of the G.E.D. test, which is in the same format as the English one, is offered periodically in New Haven. Call Adult Basic Education at 787-6460 for more information.

ENGLISH AS A SECOND LANGUAGE

If English is not your first language, you may want to take a course in English before starting a college or vocational program. Here are some organizations you may want to contact:

The Adult Learning Center
New Haven Adult Basic Education
314 Congress Avenue
New Haven, Connecticut
787-6460
Free English Classes

Asian American Student Association/
Asian Community Services
Box 404A Yale Station
New Haven, Connecticut 06520
436-1480
Free English Classes

Centro San José
290 Grand Avenue
New Haven, Connecticut
562-3135
Free English Classes

Organizations for Particular Foreign Language Students:

Spanish Cultural Association
312 Congress Avenue
New Haven, Connecticut 06579
787-0169

Junta for Progressive Action
169 Grand Avenue
New Haven, Connecticut 06513
624-6679

Part Two

Career Interests

What Do I Want for My Future?

Career Interests

What Do I Want for My Future?

Sound career decisions come only after a thorough examination of one's total background. You have to assess who you are in regards to your educational experience, work history, interests, aspirations, special abilities, aptitudes, personal qualities, attitudes, personal values, and personality. These all interact to produce a unique you.

The ultimate goal of the career search is to find a career that will provide long-term satisfaction for you. Thus it is important to take out time before you make any commitments to find out what it is that you really want.

Honesty is most important. You have to listen to yourself and not to the expectations, demands or desires of parents, partners, or friends.

Most high schools and colleges offer some sort of an interest inventory test to help you focus in on some of the many career possibilities. But this is just the beginning. The tests alone cannot assess the total you. There are some very good "do-it-yourself" guides that you could turn to. All are only as effective as the amount of time and honesty you put into answering the various questions and activities suggested.

The Self-Directed Search by John Holland (Consulting Psychologists' Press, Palo Alto, California, 94306) is a self-explanatory guide emphasizing the relationship between a person's individual orientation and work environments.

Richard Bolles' The Quick Job-Hunting Guide (Ten Speed Press, Berkeley, California, 94704) goes much further to look at the variety of factors pertaining to a job, including a wide range of interests, skills, and abilities to sort through. His other book What Color is Your Parachute? (Ten Speed Press, Berkeley, California, 94704) is still one of the best books on the subject, and the Job Hunting Map is included in later editions.

Lastly, for the person willing to make a long term commitment to total self-analysis geared toward finding the ideal job, John Crystal and Richard Bolles' Where Do I Go From Here With My Life (Seabury Press, New York, New York, 10017) is a must.

Career Counseling in the Area

The other route to take is seeing a career counselor, who can help you to better interpret test results, undergo self-examination, and who has access to other resources and materials for you to look at, as well as people to contact who can allow you to find out more about your possible job interests. Some of these in the New Haven area are:

Albertus Magnus College
Life Career Development Center
Prospect Avenue
New Haven, Connecticut
777-3363
Offers career/educational counseling and vocational testing. Cost: counseling fee, $20 per hour; vocational testing, $25.

Area Cooperative Educational Services
Assessment and Counseling Service
205 Skiff Street
Hamden, Connecticut
288-0517
Offers hands-on career assessment and educational advising service. Cost: $38 a day.

B'nai B'rith Counseling and Assessment
85 Harrison Street
New Haven, Connecticut 06515
397-1964
Arnold Lerner
Career counseling, including 8 to 10 hours of testing. Cost: $120.

Branford Counseling Center
33 Laurel Street
Branford, Connecticut
Offers career counseling to Branford residents. Free.

Career Assessment and Planning Service
405 Orange Street
New Haven, Connecticut
776-9148
Dr. Eisen, Ms. Garrison
Offers educational and career counseling. Cost: $50 for 3 hours of values clarification; $50 for job search; $75 for resume writing; $275 for 10 hours/comprehensive program.

Career Life Alternatives
100 Whitney Avenue
New Haven, Connecticut
865-7377
Offers a variety of workshops on career planning, assertiveness, life planning, etc. Cost: varies with workshop. Reasonable fees. Sliding scale possible.

Center for Psychotherapy and Personal Development
436 Orange Street
New Haven, Connecticut
789-8434
Anthony Campagna/Joe Fitzgerald
Vocational testing. Cost: varies. May get an answering service when you call.

Centro San José
290 Grand Avenue
New Haven, Connecticut
562-3135
Career counseling for Spanish-speaking young adults. Cost: none.

Child and Family Resource Center
199 Wilmot Road
New Haven, Connecticut
787-6473
Barbara Providence
Career counseling work shops for low-income mothers. Cost: usually free.

Connecticut Tutoring and Counseling Service
1501 Chapel Street
New Haven, Connecticut
865-6473
Offers career and educational counseling. Cost: flexible. You may get an answering service when you call.

Dixwell Community House
197 Dixwell Avenue
New Haven, Connecticut
772-2665
Offers career workshops for young adults. Cost: membership, $2.00 young adults; $5.00 adults.

The Guidance Center
2405 Whitney Avenue
Hamden, Connecticut
288-1900
Educational, career, and vocational counseling offered. Cost: $360 for full services.

Stanley Kaplan Educational Center
101 Whitney Avenue
New Haven, Connecticut 06510
789-1169

New Careers for Women
301 Crown Street
New Haven, Connecticut
436-0482 or 436-8264
Several career programs offered for women with some college or a college background. Recent program, "Finding a Focus," costs $400.

W.H.E.E.E.
Sage Advocate Employment Service
284 Orange Street
New Haven, Connecticut
777-7401
Career and job counseling for adults over 55.

Spanish Cultural Association
312 Congress Avenue
New Haven, Connecticut
787-0169
Educational and career counseling for Spanish-speaking young adults. Cost: none.

The Urban League
1184 Chapel Street
New Haven, Connecticut
624-4168
Offers career and educational planning and counseling to Black and Spanish-speaking adults. Cost: none.

Women Excelling in Business
11 Hemlock Hollow Road
Woodbridge, Connecticut
387-3201
Career counseling workshops for women. Cost: sliding scale.

Women's Employment Resource Center
384 Whalley Avenue
New Haven, Connecticut
624-2331
Career and educational counseling for women interested in non-traditional jobs. Cost: membership fee of $10.00.

Career Planning courses are offered at: South Central Community College, 789-7043; Southern Connecticut State College, 397-4325.

Jobs with Good Occupational Outlooks

There are many traditional and non-traditional careers you may want to consider before investigating a return to school. If you have chosen a career, you will want to know what type of educational background is required for entry-level positions. In the following pages, you will find descriptions of several non-traditional careers which have good occupational outlooks for the New Haven area. If none of these careers interest you, consider visiting a career counselor and consulting the resources provided at the end of this section.

ACCOUNTANT

Job Description

Directs and coordinates activities of general accounting workers. Applies accounting principles to plan and put into effect a system for general accounting. Prepares balance sheets to reflect a company's assets, liabilities, and capital. Audits contracts, orders, and vouchers. Prepares profit and loss statements and writes reports to verify transactions. Requires mathematical and organizational skills, attention to detail, and independent judgment.

School courses in mathematics, social studies, and English helpful. Training available at colleges, accounting and business schools and correspondence schools. Most large firms require a bachelor's degree; master's degree may be preferred. Obtaining CPA certificate useful. Accountants are employed by accounting firms, business firms, or government agencies. Some may go on to fill administrative or supervisory positions.

Currently there are 14,350 accountants employed in Connecticut. Employment opportunities for this group are expected to grow about as fast as the average for all occupations. The outlook for this group is good, with 640 openings per year projected through 1985. Starting salary for accountants ranges from $11,000-$14,000.

Write: National Association of Accountants, 919 Third Avenue, New York, NY 10022.

Personal Characteristics: Interests

Occupation requires evaluating and making decisions; deals with people in a business setting; involves sharing ideas with people; involves working alone much of the time; deals with machines/equipment much of the time; often involves working with things/objects.

Personal Characteristics: Aptitudes Required

Ability to understand and use words effectively; do arithmetic quickly and accurately; understand verbal/tabular material.

Physical Demands of the Occupation

Sedentary: lifting up to ten pounds. Involves talking and hearing; ability to see clearly; mostly sitting.

Work Conditions

Mostly inside

Lifestyle

Work customarily during weekdays; 35-40 hour work-week normal.

Education Levels: Formal Education

Business school: 1-2 years; junior college associate degree; bachelor's degree; master's or advanced degree.

Alternative Training Routes

Correspondence school.

Connecticut State Information: Salary/Qualifications/Requirements

$11,000-$14,999; license, certification or registration required; examination required; bonding may be required.

Projected Employment Outlook

Statewide: good; Bridgeport area: good; Hartford area: good; New Haven area: good; Stamford area: good; Waterbury area: good.

DESIGNER, GRAPHIC

Job Description
Designs art and copy layouts for material to be presented in books, magazines, newspapers, television, and on packaging. Studies illustrations and photographs to plan presentation of material, product, or service. Determines size and arrangement of material, selects style and size of type and arranges layout. Draws sample layout to be approved by art director. Reviews material before printing and suggests improvements. Requires artistic skills and judgment, creativity, and manual dexterity.

School subjects such as art and English should be helpful. Usually requires formal training. Vo-tech schools, art schools and two- and four-year colleges offer programs. Graphic designers may be employed by publishers, advertisers, television studios, or manufacturers. They may also be free-lance artists. Some move on to supervisory positions within the field.

Indications are that through 1985, employment potential for this occupation will be good or stable in most states except Arkansas, Deleware, Louisiana, Montana, North Dakota, Vermont, and Wyoming.

Write: School Art League, 131 Livingston Street, Brooklyn, New York 11201.

Personal Characteristics: Interests
Occupation allows creativity and development of ideas; requires evaluating and making decisions; deals with people in a business setting; involves sharing ideas with people; involves working alone much of the time; often involves working with things/objects.

Personal Characteristics: Aptitudes Required
Ability to understand and use words effectively; comprehend forms in space; perceive details in objects; differentiate colors.

Physical Demands of the Occupation
Sedentary: lifting ten pounds. Involves reaching, handling, feeling; talking and hearing; ability to see clearly; both standing and sitting fairly equally.

Work Conditions
Mostly inside.

Lifestyle
Work customarily during weekdays; 35-40 hour work-week normal; occasional overtime.

Most Commonly Occurring Salary/ Employment Potential
$15,000-$17,999; very high employment potential

Education Levels: Formal Education
Vocational/technical training: 1-5 years; junior college associate degree; bachelor's.

Alternative Training Routes
OTJ: over six months.

Other Qualifications
Union membership.

DRAFTER, ARCHITECTURAL

Job Description

Drafts architectural and structural features of buildings and other structures. Delineates designs and details, using drawing instruments. Calculates quality, quantity, strength and cost of materials. Makes sure that structure meets building codes. Requires finger dexterity and spatial perception. Must be able to understand and apply principles involved in drafting, mathematics, engineering and related fields.

School subjects should include mathematics, physics, mechanical drawing, drafting, and shop helpful. Training is available in vo-tech schools and colleges or through apprenticeship. Architectural drafters are employed by engineering and architectural firms, construction companies, public utilities and government agencies. Some move on to supervisory positions.

Currently there are 8,190 drafters employed in Connecticut. Architectural drafters are part of this group. Employment opportunities are expected to grow as fast as the average for all occupations. Projections indicate an average of 300 openings per year for drafters through 1985. Employment outlook is good. Average starting salary in 1980 for architectural drafters who worked for the State of Connecticut was $12,400-$15,200.

Write: American Institute for Design and Drafting, 3119 Price Road, Bartlesville, Oklahoma, 74003.

Personal Characteristics: Interests

Occupation deals with scientific/technical areas; requires evaluating and making decisions; deals with people in a business setting; involves working alone much of the time; often involves working with things/objects; usually requires following specific/set routine.

Personal Characteristics: Aptitudes Required

Ability to do arithmetic quickly and accurately; comprehend forms in space; perceive details in objects; understand verbal/tabular material; make precise movements with speed; manipulate small objects with fingers; move hands easily/skillfully.

Physical Demands of the Occupation

Sedentary: lifting ten pounds. Involves reaching, handling, feeling; ability to see clearly; mostly sitting.

Work Conditions

Mostly inside.

Lifestyle

Work customarily during weekdays; 35-40 hour work-week normal; occasional overtime, night work, weekend/holiday work.

Education Levels: Formal Education

High school diploma; vocational/technical training: 1-2 years; some college training required/preferred; junior college associate degree; bachelor's degree.

Alternative Training Routes

Apprenticeship: 3-5 years.

Connecticut State Information: Salary

$11,000-$14,999

DRAFTER, ARCHITECTURAL, continued

Projected Employment Outlook

Statewide: good; Bridgeport area: good; Hartford area: good; New Haven area: good; Stamford area: good; Waterbury area: good.

DRAFTER, MECHANICAL

Job Description

Drafts detailed working drawings of machinery and mechanical devices. Indicates dimensions and tolerances, fasteners and joining requirements and other engineering data. Drafts multiple-view assembly drawings as required for the manufacture and repair of mechanisms. Requires finger dexterity, spatial perception, preference for detailed work and ability to learn and apply engineering, mathematical and drafting principles and techniques.

School courses should include math, physics, mechanical drawing, drafting, and machine shop. Training is available in vo-tech schools and colleges and through apprenticeship. About one-half of all mechanical drafters are employed in the manufacturing of boats, metal products and machinery. Another third are employed by engineering and architectural firms. Some go on to supervisory positions.

There are presently 8,190 drafters employed in Connecticut, including mechanical drafters. Employment opportunities are expected to increase about as fast as the average for all jobs. While specific information for mechanical drafters is not available, the outlook for all drafters is good with 300 openings per year projected through 1985. Average starting salary for drafters in 1980 was $10,000-$12,000, depending on level of education.

Write: American Institute for Design and Drafting, 3119 Price Road, Bartlesville, Oklahoma, 74003.

Personal Characteristics: Interests

Occupation deals with scientific/technical areas; requires evaluating and making decisions; deals with people in a business setting; involves working alone much of the time; often involves working with things/objects; usually requires following specific/set routine.

Personal Characteristics: Aptitudes Required

Ability to do arithmetic quickly and accurately; comprehend forms in space; perceive details in objects; make precise movements with speed; manipulate small objects with fingers.

Physical Demands of the Occupation

Sedentary: lifting ten pounds. Involves reaching, handling, feeling; ability to see clearly; mostly sitting.

Work Conditions

Mostly inside

Lifestyle

Work customarily during weekdays; 35-40 hour work-week normal; occasional overtime, night work, weekend/holiday work.

DRAFTER, MECHANICAL, continued

Educational Levels: Formal Education
High school diploma; vocational/technical training: 1-2 years; junior college associate degree; bachelor's degree.

Alternative Training Routes
Apprenticeship: 3-5 years.

Connecticut State Information: Salary
$11,000-$14,999

Projected Employment Outlook
Statewide: good; Bridgeport area: good; Hartford area: good; New Haven area: good; Stamford area: good; Waterbury area: good.

ELECTRONICS TECHNICIAN

Job Description
Lays out, builds, tests, repairs, and modifies electronic equipment such as computers, missile-control instrumentation, and machine tool numerical controls. Recommends changes to simplify assembly and maintenance. Analyzes and interprets test data. Writes technical reports and develops charts to show operating characteristics and limitations for use by engineers. Requires ability to learn and apply engineering, mathematical and technical principles.

School courses such as mathematics, physics, mechanical drawing, and electric shop helpful. Usually requires specialized technical training available in vo-tech schools and colleges or through apprenticeship. Electronics technicians are employed in various kinds of business and industry.

Currently there are 3,430 electronics technicians employed in Connecticut. Employment opportunities are expected to grow as fast as the average for all occupations. Predictions indicate an average of 100 openings per year for electronics technicians through 1985. Employment outlook is good. Average starting salary in 1980 for electronics technicians was $8,600-$11,600. Electronic technicians must be licensed in the State of Connecticut.

Write: Electronic Industries Association, 2001 Eye Street, NW, Washington, DC 20006.

Personal Characteristics: Interests
Occupation deals with scientific/technical areas; requires evaluating and making decisions; involves sharing ideas with people; involves working alone much of the time; deals with machines/equipment much of the time; often involves working with things/objects; usually requires following specific/set routine.

Personal Characteristics: Aptitudes Required
Ability to understand and use words effectively; do arithmetic quickly and accurately; comprehend forms in space; perceive details in objects; make precise movements with speed; manipulate small objects with fingers; move hands easily/skillfully.

Physical Demands of the Occupation
Light: lifting up to twenty pounds. Involves reaching, handling, feeling; ability to see clearly; both standing and sitting fairly equally.

Work Conditions
Mostly inside

Lifestyle
Work customarily during weekdays; occasional overtime required, but normally a 35-40 hour work-week

Education Levels: Formal Education
High School Diploma; vocational/technical training: 1-2 years; some college training required/preferred; junior college associate degree; bachelor's degree.

Alternative Training Routes
Apprenticeship: 3-5 years; in-plant training other than OJT; correspondence school.

Connecticut State Information: Salary/Qualifications/Requirements
$9,000-$10,999; license, certification or registration required; examination required.

Projected Employment Outlook
Statewide: good; Bridgeport area: good; Hartford area: good; New Haven area: good; Stamford area: good; Waterbury area: good.

MANAGEMENT TRAINEE (any industry)

Job Description
Performs assigned duties under close supervision of experienced personnel to gain knowledge and experience required for promotion to management positions. Studies staff functions and operations, management viewpoints and policies that affect each phase of business. Observes and studies techniques and traits of experienced workers. Requires organizational, verbal and numerical abilities. Must have leadership qualities.

School courses should include English, math, business, and psychology. Usually requires college coursework. College degree helpful. Master's degree in business may be useful in some organizations. Management trainees may be employed in almost every type of business and industry. Advancement comes in the form of a full executive position.

Write: American Management Associations, 135 West 50th Street, New York, NY 10020.

Personal Characteristics: Interests

Occupation requires evaluating and making decisions; deals with people in a business setting; involves sharing ideas with people; often involves working with things/objects.

Personal Characteristics: Aptitudes Required

Ability to understand and use words effectively

Physical Demands of the Occupation

Light: lifting up to twenty pounds. Involves talking and hearing; ability to see clearly; both standing and sitting fairly equally.

Work Conditions

Mostly inside

Lifestyle

Work customarily during weekdays; 35-40 hour work-week normal; overtime normal.

Education Levels: Formal Education

High school diploma; some college training required/preferred; junior college associate degree; bachelor's degree; master's or advanced degree.

Alternative Training Routes

In-plant training other than OJT

Connecticut State Information: Salary/Employment Outlook

Information unavailable

PROGRAMMER, BUSINESS

Job Description

Designs flow charts for coding data or business problems into computer language. Meets with department members to answer program questions. Designs and runs test of coded program and corrects errors. Writes instructions to assist operating personnel. Requires organizational, verbal and mathematical abilities. Must be able to represent abstract ideas using symbols.

School courses in English, mathematics, data processing, and logic helpful. Vo-tech schools and junior and senior colleges offer courses in computer programming. A college degree may be preferred by some employers. Business programmers are employed by all kinds of corporations and private businesses. Some become supervisors, managers, administrators or systems analysts.

Currently there are 4,110 computer programmers employed in Connecticut. Employment opportunities for this group are expected to increase faster than the average for all occupations. Employment outlook is good with 140 openings per year projected through 1985. Starting salary for computer programmers ranges from $12,000-$20,000 depending on level of education.

Write: American Federation of Information, Processing Societies, Inc., 210 Summit Avenue, Montvale, New Jersey 07645.

Personal Characteristics: Interests
Occupation deals with scientific/technical areas; allows creativity and development of ideas; requires evaluating and making decisions; deals with people in a business setting; involves sharing ideas with people; deals with machines/equipment much of the time; often involves working with things/objects; usually requires following specific/set routine.

Personal Characteristics: Aptitudes Required
Ability to understand and use words effectively; do arithmetic quickly and accurately; comprehend forms in space; understand verbal/tabular material.

Physical Demands of the Occupation
Sedentary: lifting ten pounds. Involves talking and hearing; ability to see clearly; mostly sitting.

Work Conditions
Mostly inside.

Lifestyle
Work customarily during weekdays; 35-40 hour work-week normal; occasional overtime, night work, weekend/holiday work.

Education Levels: Formal Education
Vocational/technical training: 1-2 years; some college training required/preferred; junior college associate degree; bachelor's degree.

Alternative Training Routes
OJT: unspecified length of time; in-plant training other than OJT.

Connecticut State Information: Salary
$15,000-$17,999

Projected Employment Outlook
Statewide: good; Bridgeport area: good; Hartford area: most favorable; New Haven area: good; Stamford area: good; Waterbury area: fair.

Resources

There are many career and job-hunting guides on the market. Check at your public library or at a career counselor's office for guides on particular careers. Here are a few books which may be of particular interest to you.

Abarbanel, Karin and Jonnie McSiegel, *Women's Work Book: How to Get Your First Job, Re-Enter the Job Market, Fight for Your Rights in the Work World and More*. Information House Books, 1975.

Bird, Caroline, *Everything a Woman Needs to Know to Get Paid What She is Worth.* New York: David McKay, 1973.

Bloom, Lynn Z., et al., *The New Assertive Woman*. New York: Dell, 1975.

Bolles, Richard Nelson, *What Color is Your Parachute? A Practical Manual for Job Hunters and Career Changers*. Berkeley, CA: Ten Speed Press, 1972.

Callahan, Sidney Cornelia, *The Working Mother*. New York: Warener, 1972.

Curtis, Jean, *Working Mothers*. New York: Simon and Schuster, 1976.

Dreifus, Claudia, *Woman's Fate: Raps from a Feminist Consciousness-Raising Group*. New York: Bantam Books, 1973.

Fegler, Howard, *The Complete Job-Search Handbook: All the Skills You Need to Get Any Job and Have a Good Time Doing It*. New York: Holt, Rinehart and Winston, 1979.

Fox, Barbara and Sue Patterson, *Working Your Way Back to Work*. McMedia Press, P.O. Box 34473, Bethesda, Maryland, 20034, 1975.

Lembeck, Ruth, *Job Ideas for Today's Woman*. Englewood Cliffs, NJ: Prentice-Hall, 1974.

Phelps, Stanlee and Nancy Austin, *The Assertive Woman*. San Luis Obispo, CA: Impact Press, 1975.

Pogrebin, Letty Cottin, *Getting Yours: How to Make the System Work for the Working Woman*. New York: Avon, 1975.

Schwartz, Felice N., et al., *How to Go to Work When Your Husband is Against It, Your Children Aren't Old Enough, and There's Nothing You Can Do Anyhow.* New York: Simon and Schuster, 1972.

Part Three

Finding the Right Learning Setting

Finding the Right Learning Setting
What Type is Right for Me?

If your goals for the future do include continuing your education, one of your more important tasks will be to find the program that is right for you. "Right for you" may mean any number of things. It could mean finding the least expensive, shortest, or nearest program available. It could mean vocational or academic training. It could mean television courses or preparation for college equivalency exams. Or it could be a combination of learning options.

Your first step, obviously, is to find out what schools in the area offer courses of study matching your interests. In the next section you will find a description of the schools and programs offering degrees, certificates and diplomas in the Greater New Haven area. If you are interested in schools outside of the New Haven area, but in Connecticut, you can call the Education and Employment Hotline at 1-800-842-0229. They can provide you with information on educational programs around the state. You may also want to consult:

Permanent Commission on the Status of Women, Nontraditional Jobs for Women: A Resource Guide for Connecticut Women and Career Counselors. Hartford: Permanent Commission, 1981 (566-5702).

For detailed information about other college programs, you may want to consult these and other directories at your local library:

Cass, J. and M. Birnbaum, Comparative Guide to Two-Year Colleges and Career Programs. New York: Harper & Row, 1976.

Cass, J. and M. Birnbaum, Comparative Guide to American Colleges. New York: Harper & Row, 1975.

Hegener, K.C. (ed.), Peterson's Annual Guide to Undergraduate Study. Princeton, NJ: Peterson's Guide, annual.

WHERE TO FIND OUT ABOUT OTHER LEARNING SETTINGS

Apprenticeship Training

You can get information on apprenticeship by calling:

Apprenticeship Information Center
100 Arch Street
New Britain, Connecticut 06051
827-7185

Women's Employment Resource Center
384 Whalley Avenue Room 319
New Haven, Connecticut 06511
624-2331

Internships

Some local businesses sponsor internships, as do certain programs and departments at local schools. You may want to look at:

The Students of Amherst College, The Student Guide to Fellowships and Internships. E. P. Dutton, 1980.

Television Courses

Information on television courses may be obtained directly from the school. Ask Admissions about courses for credit.

Correspondence Courses

Write to the National University Extension Association, Suite 360, 1 Dupont Circle N.W., Washington, D.C., 20036 for a list of accredited home study schools. Look in the library for a copy of: Guide to Independent Study Through Correspondence Instruction.

Weekend Courses

Check with local schools to see if any weekend courses are offered. Consult The Weekend Education Source Book by Wilbur Cross (New York: Harper & Row, 1976).

Board for State Academic Awards (BSAA)

The BSAA (340 Capitol Avenue, Hartford 06115, 566-7230) offers external degree programs leading to associate's or bachelor's degrees. If you enjoy working independently or have a lot of credits from a number of institutions, you should consider an external degree program. Write for their bulletin.

Tutors

You can locate tutors by contacting:

Amity Student Tutoring Agency
152 Temple Street
New Haven, Connecticut
489-1900

Connecticut Tutoring and Counseling Service
1501 Chapel Street
New Haven, Connecticut
865-6473

New Haven Adult Basic Education
197 Dixwell Avenue
New Haven, Connecticut
787-6460

WHAT DO I NEED	WHAT ARE POSSIBLE CHOICES
Finish High School	--G.E.D. Preparation --High School Diploma Course
Refresher Classes to Pass Employment Exams	--Local Adult Education Classes --Tutors
Advancement in my Job	--Continuing Education Courses at a 2 or 4 Year School --Vocational School
Short-Term Training	--Apprenticeships --Vocational Training Programs --2-Year College Program --On-the-Job Training
Planning for Future Employ-Ment (when children are older, for example)	--Internships --2 or 4 Year College Program (Part-Time Continuing Education Program) --Vocational Program
Completing a Degree Begun Years Ago	--Transfer to a 2 or 4 Year College --C.L.E.P. --Board for State Academic Awards Degree Programs
A Chance to Get My Feet Wet	--Weekend Courses --Continuing Education Courses at 2 and 4 Year Colleges
Time to Learn More About My-Self; Education for Fun and Interest	--Non-Credit Workshops Through Community Organizations --Continuing Education Courses at 2 and 4 Year Colleges
A Chance to do Independent Study	--Television Courses --Correspondence Courses --C.L.E.P. --Study Through Learning Contracts with the Board for State Academic Awards --Independent Study Courses at 2 and 4 Year Colleges --Internships

Choosing a Program

Consulting program or school descriptions is just the starting point for your investigation of the programs you may wish to consider applying to. Here are some suggestions for locating a program which will suit your needs.

Steps in Exploring Local Programs

1. Call the admissions office and ask them to send you a catalog and an application. If they indicate that it will take several weeks to receive the catalog by mail, you may want to arrange to go by the admissions office and pick it up yourself.

2. Ask for the names of women students from your area who may be interested in your career area or who are your age, that you might speak with about the school's program and their experience there. If they are reluctant to give out names, ask where you might find women in the building or on campus willing to talk with you.

3. Visit the academic and/or career counselor's office and get as much information as you can concerning recent graduates--where do they go? on to 4-year schools? on to jobs? which jobs? what placement services are provided? what is the current placement rate?

4. Make appointments with instructors in the department that interests you. Talk with them about your background, your interests and ask what courses they would recommend you pursue at the school. This will give you a chance to get to know some of the instructors you may be taking a lot of courses with.

5. Look carefully at the course offerings and course descriptions in the catalog. Will the courses offered meet your personal and career goals? Will the courses you need for your degree or certificate be offered during the terms you plan on being there?

6. If you are going back to school in order to get a job, you should talk to potential employers and ask them what academic credentials they look for in new employees. What degrees or certificates do they require or prefer?

7. Spend time on the campus or in the building. How will you feel about going there regularly? Is there a place for students to meet, relax, study?

8. Ask about student services. Is there a library? A bookstore? What counseling services are available? What is the counselor/student ratio? What financial aid programs are offered? Are you eligible? Is there child care available on campus? Will they help you locate child care? Are there any particular services geared toward women? Is there a women's center or resource area?

9. What are your options in terms of enrollment? Can you go part-time? Can you take both day and evening courses? Do they cost the same?

10. Will the school accept previous credits you earned at other schools? Will they accept the C.L.E.P.? Give you credit for life experience?

11. If you feel you may need or want additional academic help, ask if refresher courses are offered. Is tutoring available? How much does it cost?

You will want to compare the answers to these questions for several programs. Once you have found the programs you would consider attending, your next step will be to apply. Getting into the school of your choice is what we discuss in the next section.

TERMS TO KNOW

A.A. or A.S. - Associate of Arts or Associate of Science. A degree received after satisfactorily completing a two-year full-time course of study at a university or college. This degree is generally granted by a community or junior college.

B.A. or B.S. - Bachelor of Arts or Bachelor of Science. A degree received after satisfactorily completing a four-year, full-time course of study in the arts or sciences at a university or college.

Certificate - A document testifying to the fact that a student has completed, satisfactorily, a set of standards in a specific area of study. Certificates are generally issued upon completion of short-term studies.

Accreditation - Approval granted to a college by one or more professional accrediting associations if the college meets the set of predetermined standards, including academic programs, faculty, administration, library facilities, physical plant, and extent and suitability of curriculum.

Full-Time Study - Usually twelve quarter or semester units. Fees, services, and policies vary depending upon whether a student is full-time or part-time.

Part-Time Study - Less than a full load of courses; usually fewer than twelve quarter or semester units.

Continuing Education or Evening Division - Courses and sometimes degree programs offered specifically for adult students. Often courses are offered during late afternoon or evening hours. Requirements for degree programs and tuition rates may differ from day courses and programs. One limitation is that as an evening student you may have limited access to student services which close at 5:00 p.m.

Day Programs - Courses and programs offered usually during day-time hours and aimed at traditional college-age students. These courses can cost more than continuing education programs or evening divisions, but as a student you may have access to a wider variety of student services.

Academic Calendar - Usually a nine-month school year, running, typically, from September to May.

Semester - A calendar year divided into two terms, between September and June: fall semester and spring semester.

Trimester - A calendar year divided into three terms between September and June; this sometimes includes summer as the third session or term.

Quarter - A calendar year divided into four terms: fall, winter, spring, and summer.

Admissions Deadline - Date beyond which applications will not be accepted for admission to a particular program, school, or college.

Rolling Admissions - A system of accepting new admissions until the school is full to capacity. Schools with rolling admissions generally do not have admission deadlines until the semester begins.

Schools and Programs in the New Haven Area

	Accounting	Air Conditioning/ Refrigeration/Heating	American Studies	Anthropology	Art	Art, Advertising	Art, Commercial	Art, Fine	Astronomy	Auto Body Repair	Auto Mechanics	Banking/Finance	Bartending	Biochemistry/Biophysics	Biology	Botany	Business Economics	Business Management and Administration	Carpentry
Academy for Business Careers																			
Albertus Magnus College			●		●			●							●			●	
Amore Institute of Hair Design																			
Barbizon School and Agency																			
Branford Hall School of Business																			
Connecticut School of Electronics																			
County Schools													●						
Elm City Beauty Academy																			
Fugazy International Travel School																			
Greater New Haven State Technical College																			
Haircutting Institute																			
Mildin Institute																			
Modern School of Hairdressing																			
New Hampshire College for Human Services																			
Opportunities Industrialization Center																			
Paier School of Art						●	●												
Quinnipiac College	●		●	●				●				●			●		●	●	
South Central Community College	●																	●	
Southern Connecticut State College	●			●	●							●		●	●	●	●	●	
Stone School	●																		
Technical Careers Institute		●								●	●								
University of New Haven	●				●			●				●			●		●	●	
Eli Whitney Regional Vocational Technical School										●	●								●
Wilfred Academy of Hair and Beauty Culture																			
Yale University			●	●	●				●					●	●			●	

(continued) →

Chemistry	Child Development	Communications	Computer Science/Data Processing	Cosmetology	Court Stenography	Creative Writing	Criminal Justice/Law Enforcement	Data Processing	Dental Assistance/Lab Technician	Diesel Mechanics	Drafting	Drama/Theatre Arts	Drug and Alcohol Rehabilitation Counseling	Ecology	Economics	Education, Elementary	Education, Secondary	Education, Special	Electrical	Electrician	Electronics	Energy, Solar	Engineering, Architectural	Engineering, Civil	Engineering, Electrical	Engineering, Industrial	Engineering, Mechanical	Engineering, Ocean/Marine	Pre-Engineering (2-3 year)	English	English as a Second Language	Ethnic Studies	Fashion Design
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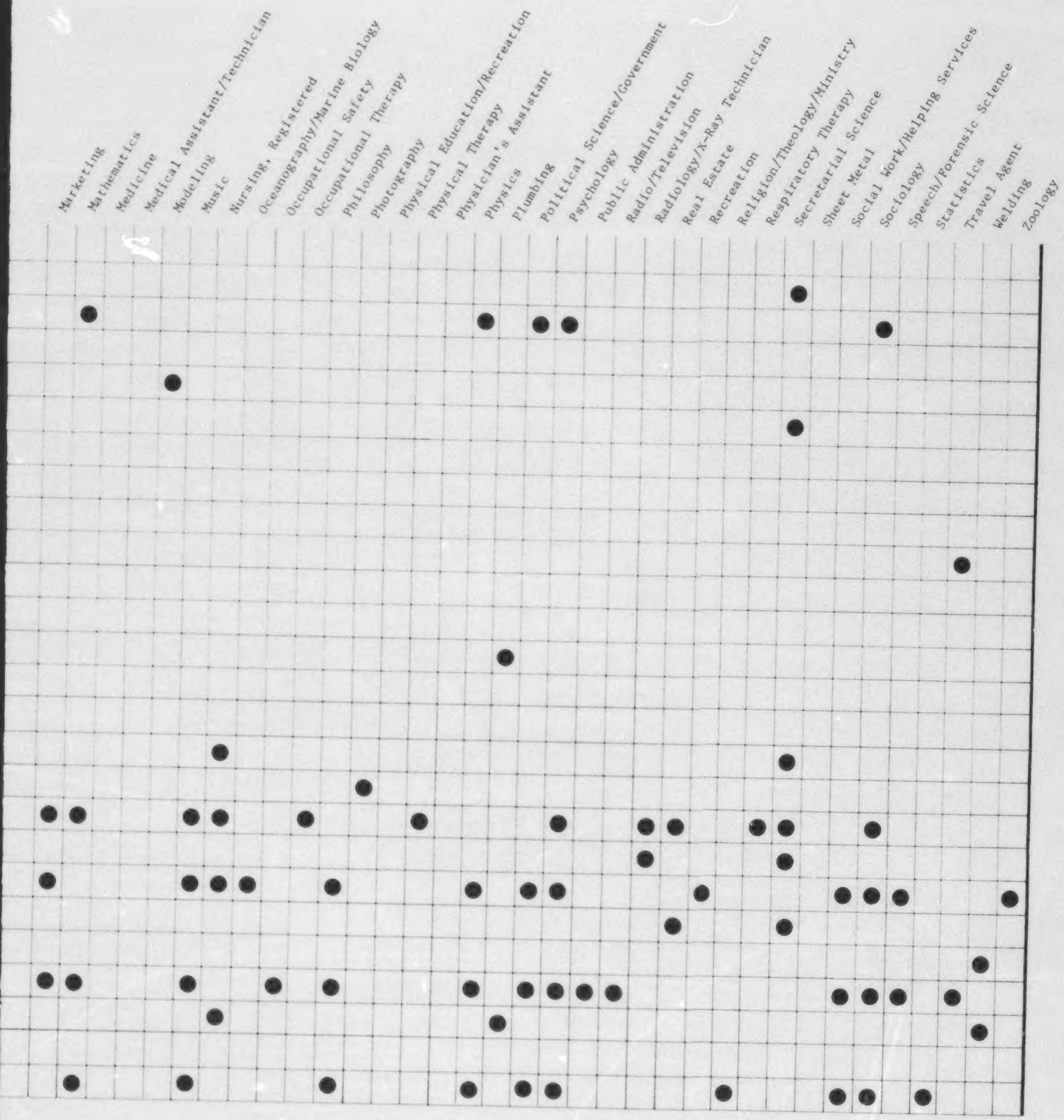
Schools and Programs in the New Haven Area (continued)

	Fashion Merchandising	Food Services	Food--Nutrition, Dietetics	Geography	Geology	Gerontology	History	Home Economics	Hotel/Restaurant Management	Human Services	Industrial Management	Insurance	Interior Design	Journalism	Languages, Classical	Languages, Modern	Library Science	Linguistics	Literature	Machine/Tool/Die
Academy for Business Careers	●																			
Albertus Magnus College							●								●	●				
Amore Institute of Hair Design																				
Barbizon School and Agency																				
Branford Hall School of Business																				
Connecticut School of Electronics																				
County Schools																				
Elm City Beauty Academy																				
Fugazy International Travel School																				
Greater New Haven State Technical College											●									●
Haircutting Institute																				
Mildin Institute												●								
Modern School of Hairdressing																				
New Hampshire College for Human Services										●										
Opportunities Industrialization Center																				●
Paier School of Art													●							
Quinnipiac College							●									●				
South Central Community College			●							●		●								
Southern Connecticut State College				●	●		●							●		●	●		●	
Stone School	●																			
Technical Careers Institute																				
University of New Haven	●	●	●				●		●		●		●	●						●
Eli Whitney Regional Vocational Technical School		●																		●
Wilfred Academy of Hair and Beauty Culture																				
Yale University					●	●	●			●					●	●		●	●	●


Marketing
Mathematics
Medicine
Medical Assistant/Technician
Modeling
Music
Nursing, Registered
Oceanography/Marine Biology
Occupational Safety
Occupational Therapy
Philosophy
Photography
Physical Education/Recreation
Physical Therapy
Physician's Assistant
Physics
Plumbing
Political Science/Government
Psychology
Public Administration
Radio/Television
Radiology/X-Ray Technician
Real Estate
Recreation
Religion/Theology/Ministry
Respiratory Therapy
Secretarial Science
Sheet Metal
Social Work/Helping Services
Sociology
Speech/Forensic Science
Statistics
Travel Agent
Welding
Zoology

ACADEMY FOR BUSINESS CAREERS

900 Chapel Square Mall, New Haven, Connecticut 06510. Tel: 624-9935.
Contact: Janet S. Arena, President
Accreditation: Accrediting Commission of the Association of Independent Colleges and Schools
Degree/Certificate/Diploma: Diploma, Certificate
Programs: Executive Secretary, Legal Secretary, Medical Secretary, Fashion Merchandising, Data Processing, Data Entry-Clerical
Admissions Requirements: High School or G.E.D.
Tuition/Fees: $2,475 + $25 application fee; part-time, $275 per course
Type of Enrollment Possible: Part and full time
Child Care: No
Financial Aid: Grants, scholarships, awards, FISL loans
Sessions: Secretarial--begins in February, July, September. Fashion Merchandising--February, July, September. Data Processing--February, July, September.

ALBERTUS MAGNUS COLLEGE

Office of Admissions, 700 Prospect Street, New Haven, Connecticut 06511. Tel: 865-3445.
Contact: Sister Jane McDermott, Director of Continuing Education
Accreditation: New England Association of Schools and Colleges; State of Connecticut Commission for Higher Education
Degree/Certificate/Diploma: Associate, Bachelor, Certificates
Special Programs: Art Therapy, Child Care Worker, Community Psychology, Nutrition, Secondary Education Teacher Preparation--B.A. plus certification
Admissions Requirements: Completed application, high school transcript and class ranking, SAT or ACT, one letter of recommendation, non-refundable application fee of $15.
Tuition/Fees: $3,200 a year
Type of Enrollment Possible: Full time, part time, non-credit, day and night, weekend
Child Care: Yes
Financial Aid: Grants, scholarships, awards, NDEA loans, federally-insured loans, work study
Sessions: Fall, spring, summer.

AMORE INSTITUTE OF HAIR DESIGN

1209 Campbell Avenue, West Haven, Connecticut 06516. Tel: 934-7941.
Contact: Mr. Kostuk
Accreditation: Cosmetology Accrediting Commission; State Department of Health; State Department of Education for V.A. Benefits
Degree/Certificate/Diploma: Diploma
Programs: Hairdressing and Cosmetology
Admissions Requirements: Minimum age 16; physical examination; successful completion of grade 10 by graduation
Tuition/Fees: $2,170 + $100 + $225 for supplies
Type of Enrollment Possible: Full time and part time day and evening
Child Care: Yes
Financial Aid: Grants and student loans; three scholarships per year; V.A. approved benefits; FISL, BEOG, NDSL, SEOG, college work study
Sessions: First Tuesday of each month.

BARBIZON SCHOOL OF MODELING

419 Whalley Avenue, New Haven, Connecticut 06511. Tel: 865-4187.
Contact: Miss Barrett
Accreditation: State Board of Education
Degree/Certificate/Diploma: Certificate
Programs: Modeling
Admissions Requirements: General physical qualifications as to height, weight, facial structure and measurements
Tuition/Fees: $595
Type of Enrollment Possible: Part time day and evening; 18 weeks/54 hours
Child Care: No
Financial Aid: No
Sessions: Begin twice a month.

BRANFORD HALL SCHOOL OF BUSINESS

19 South Main Street, Branford, Connecticut 06405. Tel: 488-2525.
Contact: Mrs. Bernabucci
Accreditation: State Board of Education; AICS; Connecticut Real Estate Commission; State Department of Education for V.A. Benefits
Degree/Certificate/Diploma: Diploma
Programs: Executive Secretary, Legal Secretary, Medical Secretary, Real Estate Appraisal, Real Estate Principles, Travel Agent
Admissions Requirements: Minimum age 18; high school diploma
Tuition/Fees: Secretarial programs: $1,800; Real Estate programs: $130; Travel Agent: $350
Type of Enrollment Possible: Full time day; part time
Child Care: No
Financial Aid: Basic grants; guaranteed student loans
Sessions: Every three months.

CONNECTICUT SCHOOL OF ELECTRONICS

586 Boulevard, New Haven, Connecticut 06519. Tel: 624-2121.
Contact: Mr. Titus
Accreditation: State Department of Education for V.A. Benefits; State Vocational Rehabilitation Program; INS; NATTS; State Board of Education
Degrees/Certificate/Diploma: Diploma, Certificate
Programs: Electronic Technology; Electronic Technician
Admissions Requirements: Day School: Elec. Technology--high school graduate with one year of algebra. Evening School: Elec. Technician--prefer high school graduates
Tuition/Fees: Electronic Technology--$1,862 per year; Electronic Technician--$462.50 per year
Type of Enrollment Possible: Electronic Technology--full-time day; Electronic Technician--part-time evening
Child Care: No
Financial Aid: Electronic Technology--NDSL, GSL, BEOG
Sessions: September and March.

COUNTY SCHOOLS, INC.

527 Whalley Avenue, New Haven, Connecticut 06511. Tel: 776-9788.
Contact: Mr. Robert Green
Accreditation: State Board of Education
Degree/Certificate/Diploma: Diploma
Programs: Bartending
Admissions Requirement: Minimum age of 18; completion of grade 8 or equivalent
Tuition/Fees: $395
Type of Enrollment Possible: 6 weeks, 48 hours, part time evening
Child Care: No Financial Aid: No Sessions: Classes every Monday night.

ELM CITY BEAUTY ACADEMY, INC.

999 Dixwell Avenue, Hamden, Connecticut 06514. Tel: 562-2234.
Contact: Rose Salerno, Dean
Accreditation: State Department of Health; State Department of Education for V.A. Benefits; State Department of Justice
Degree/Certificate/Diploma: Diploma, preparation for licensing
Programs: Hairdressing and Cosmetology; 52 weeks, 2,000 hours
Admissions Requirements: High school diploma or G.E.D.; completion of grade 8 for special students; desire to work with the public
Tuition/Fees: $2,995
Type of Enrollment Possible: Full time and part time day
Child Care: No
Financial Aid: BEOG, FISL, SEOG, CETA, student loans
Sessions: First Tuesday of every month.

FUGAZY INTERNATIONAL TRAVEL

67 Whitney Avenue, New Haven, Connecticut 06510. Tel: 772-0470
Contact: Joyce Evans
Accreditation: State Board of Education
Degree/Certificate/Diploma: Diploma
Programs: Travel Agent
Admissions Requirements: High school diploma; interview
Tuition/Fees: $325 + $25 registration fee
Type of Enrollment Possible: 15 weeks, 45 hours, part time day and evening
Child Care: No
Financial Aid: No
Sessions: September, February

GREATER NEW HAVEN STATE TECHNICAL COLLEGE

Maple Street, North Haven, Connecticut
Contact: William Dean
Accreditation: State Department of Education for V.A. Benefits
Degree/Certificate/Diploma: Associate Degree, Certificate
Programs: Electrical Engineering, Manufacturing Engineering, Mechanical Engineering
Admissions Requirements: G.E.D. or high school diploma
Tuition/Fees: $377 for one year's tuition; $35 + fees per course
Type of Enrollment Possible: Full time, part time, day and evening
Child Care: No
Financial Aid: Grants, scholarships, awards, NDSL/NDEA loans, FISL loans, senior citizen tuition waiver
Sessions: Three eleven-week terms, beginning Labor Day and ending in June.

HAIRCUTTING INSTITUTE

1055 Orange Avenue, West Haven, Connecticut 06516. Tel: 932-5400
Contact: None specified
Accreditation: State Department of Health; State Department of Education for V.A. Benefits; Connecticut Board of Examiners of Barbers; Connecticut Rehabilitation Commission; CETA
Degree/Certificate/Diploma: Diploma
Programs: Barber; Stylist
Admissions Requirements: Minimum age of 16; physical examination; successful completion of grade 8
Tuition/Fees: $1,750
Type of Enrollment Possible: 10 months, 1,500 hours; full time and part time day
Child Care: No
Financial Aid: Unspecified
Sessions: Not specified

MILDIN INSTITUTE
447 Washington Avenue, North Haven, Connecticut 06473. Tel: 239-2586.
Contact: Mr. Ciaburri
Accreditation: State Board of Education
Degree/Certificate/Diploma: Certificate
Programs: (A) Architectural Drafting, Court Stenography, Electronics, Insurance, Plumbing, Solar Energy, Technical Drafting; (B) Specialized programs in Bank Telling, Die Design, Secretarial Science, Toll and Die Design
Admissions Requirements: High school diploma or G.E.D., interview, written examinations as requested by Admissions Committee
Tuition/Fees: $925 per semester for programs listed under (A) above
Type of Enrollment Possible: Full time day; part time evening
Child Care: No
Financial Aid: Limited
Sessions: Varies by program.

MODERN SCHOOL OF HAIRDRESSING AND COSMETOLOGY
267 Newhall Street, New Haven, Connecticut 06511. Tel: 789-9368.
Contact: Mrs. Frances Harrison
Accreditation: State Department of Health
Degree/Certificate/Diploma: Diploma
Programs: Operator
Admissions Requirements: Completion of grade 10
Tuition/Fees: $1,700
Type of Enrollment Possible: Full time and part time day. 78 weeks, 2,000 hours
Child Care: No
Financial Aid: No
Sessions: First week of each month.

NEW HAMPSHIRE COLLEGE FOR HUMAN SERVICES - The FRED Program
FRED Program Connecticut Campus, 88 Ford Street, Hamden, Connecticut 06517. Tel: 281-7941.
Contact: Wesley T. Forbes, Sr.
Accreditation: New England Association of Schools and Colleges
Degree/Certificate/Diploma: B.S.
Program: Bachelor of Science in Human Services
Admissions Requirements: A.A. or 5 years of human service work
Tuition/Fees: $2,400 per year
Type of Enrollment Possible: Full time 2 days/month on weekends; independent study
Child Care: No
Financial Aid: BEOG, State Scholarship, grants, CETA, insured loans, V.A. benefits
Sessions: Trimester system--July, November, or March.

OPPORTUNITIES INDUSTRIALIZATION CENTER
155 Shelton Avenue, New Haven, Connecticut 06511. Tel: 624-5125.
Contact: Rev. Clyde Bowman
Accreditation: State Board of Education; State Department of Education for V.A. Benefits
Degree/Certificate/Diploma: Diploma
Programs: Machinist, Secretarial, Nursing, Keypunch, Basic Ed. (G.E.D.)
Admissions Requirements: Minimum age 18; high school diploma or G.E.D.; aptitude test; unemployed, underemployed, or disadvantaged according to CETA income guidelines
Tuition/Fees: None
Type of Enrollment Possible: Day or evening
Child Care: Yes
Financial Aid: Not necessary
Sessions: Year-round.

PAIER SCHOOL OF ART
6 Prospect Court, Hamden, Connecticut 06511. Tel: 777-3851
Contact: Miss Foley, Admissions Office
Accreditation: State Board of Education; State Department of Education for V.A. Benefits; NATTS
Degree/Certificate/Diploma: Diploma
Programs: Vocational--Commercial Art Advertising; Commercial Art Illustration. Fine Arts--All 4 years; full time day; part time evening. Programs also in Interior Design and Professional Photography
Admissions Requirements: Portfolio; transcript; letter of recommendation
Tuition/Fees: $4,760/year + lab fees ($20-$150 per semester)
Type of Enrollment Possible: Varies with program--see above
Child Care: No
Financial Aid: BEOG and NDSL
Sessions: September 1.

QUINNIPIAC COLLEGE
Mount Carmel Avenue, Hamden, Connecticut 06518. Tel: 288-5251.
Contact: Admissions Department, Mr. Ryan
Accreditation: Connecticut Real Estate Commission; NEASC; Connecticut Board of Higher Education; State Department of Education for V.A. Benefits
Degree/Certificate/Diploma: Associate degree; certificate
Programs: Accounting; Administrative Assistants (Executive, Legal, Medical); Cytotechnology; Data Processing; Nursing; Radiation Therapy Technology; Radiology; Real Estate Principles; Respiratory Therapy; Accountant's Assistant; Export Marketing
Admissions Requirements: High school diploma, acceptable high school and SAT or ACT performance
Tuition/Fees: Undergraduate: $80/credit hour; Graduate: $105/credit hour + $5 fee
Type of Enrollment Possible: Full time day; part time evening
Child Care: Yes--day care center
Financial Aid: Scholarships, BEOG, tuition waivers, state grants, federal loans
Sessions: September.

CHARTER OAK COLLEGE
340 Capitol Avenue, Hartford, Connecticut. Tel: 1-800-842-2220 ext. 42
Contact: Dr. Helen Rakieten
Accreditation: Pending
Degrees: A.A., A.S., B.A., B.S.
Programs: Humanities, Social Sciences, Physical Sciences, Languages
Admissions Requirements: Sixteen or older; high school diploma
Tuition/Fees: $125.00 enrollment fee, $100.00 planning and evaluation fee
Type of Enrollment Possible: External degree program available: independent study, credit by exam and for life experience.
Child Care: No
Financial Aid: Fee waiver, private funds made available by the college, VA Education Benefits.

SOUTH CENTRAL COMMUNITY COLLEGE

60 Sargent Drive, New Haven, Connecticut. Tel: 789-7225.
Contact: Joseph Magyer, Director of Admissions
Accreditation: Connecticut Board of Higher Education
Degree/Certificate/Diploma: A.S. degree, certificate
Programs: Art, Business, Communication Arts, Data Processing, Dietetic Technician, Drug and Alcohol Rehab Counselor Program, Early Childhood Education, Foreign Language, Human Development, Labor Studies, Mathematics, Music, Radiology Technology, Science, Secretarial Science, Social Science
Admissions Requirements: Graduate of approved secondary school or G.E.D. "Mature" applicants may meet alternate criteria
Tuition/Fees: Full time In state: $177.00. Out of state: $527.00. Part time rates according to number of credits taken
Type of Enrollment Possible: Part time, full time, day, evening
Child Care: No, but will assist in locating facilities; in planning stages for a nursery
Financial Aid: BEOG, SEOG, college work study, tuition remission, GSL
Sessions: September.

SOUTHERN CONNECTICUT STATE COLLEGE

501 Crescent Street, New Haven, Connecticut. Tel: 397-4450.
Contact: Michael Perillo
Accreditation: Connecticut Commission for Higher Education; Connecticut State Board of Education; New York Department of Education; New England Association of Colleges and Secondary Schools; National Council of Accreditation for Teacher Education; American Association of University Women; National League for Nursing
Degree/Certificate/Diploma: A.A., B.S., Master's, 6-year certificates
Programs: Undergraduate--standard offerings, see catalog. Graduate--Master of Science in Professional Education, including certificate programs; Master of Library Science; Master of Sciences; Master of Arts; Sixth Year Professional Diploma, including professional education certification
Admissions Requirements: High school diploma usually required, or G.E.D.
Tuition/Fees: Undergraduate: $440/semester; Graduate: $60/credit
Type of Enrollment Possible: Full time, part time, day and evening
Child Care: Yes
Financial Aid: Grants, scholarships, NDSL/NDEA loans, FISL loans, other loans, work study
Sessions: September, January.

STONE SCHOOL OF BUSINESS

55 Church Street, New Haven, Connecticut 06511. Tel: 624-0121.
Contact: Gail Faiola, Admissions Department
Accreditation: State Board of Education, State Department of Education for V.A. Benefits, AICS, Connecticut Real Estate Commission
Degree/Certificate/Diploma: Diploma
Programs: Accounting--$3700; Retail Management--$3700; Real Estate, Secretarial--$2800-6 mos. $3700-10 mos.; Medical Administrative Assisting--$4100
Admissions Requirements: High school diploma; submission of satisfactory transcript, aptitude, interview
Tuition/Fees: see above
Type of Enrollment Possible: Accounting, Merchandising--full time day; Real Estate--part time evening; Secretarial--full time day
Child Care: No
Financial Aid: Connecticut student loans, NDSL, BEOG, SEOG, ten $1,000 scholarships, matching scholarship program
Sessions: July, September, February.

TECHNICAL CAREERS INSTITUTE
11 Kimberly Avenue, West Haven, Connecticut, 06516. Tel: 932-2282.
Contact: Mr. Bruce Horowitz
Accreditation: State Board of Education; State Department of Education for V.A. Benefits; NATTS
Degree/Certificate/Diploma: Certificate
Program: Auto Body--$4500; Auto Mechanics--$4450; Diesel Mechanics--$5500; Heating--$4950; Air Conditioning/Refrigeration; Welding--$4300; Electronics Technician--$4900
Admissions Requirements: High school diploma or demonstrated ability, written examination, physically capable of handling training
Tuition/Fees: See above
Type of Enrollment Possible: Full time and part time day and evening
Child Care: No
Financial Aid: GSL, BEOG, NDSL, SEOG
Sessions: Four times a year: January, April, July, and September.

UNIVERSITY OF NEW HAVEN
300 Orange Avenue, West Haven, Connecticut 06516. Tel: 934-6321.
Contact: Mr. William Rowen
Accreditation: New England Association of Schools and Colleges
Degree/Certificate/Diploma: B.A., A.A., Master's
Programs: Modular Program for A.S. degree in Business Administration; Certificate programs--Fire Science, Law Enforcement, Arson Investigation, Mass Communications and others--see catalog
Admissions Requirements: High school degree or G.E.D., American citizenship, English and math placement test required
Tuition/Fees: $244 for a three-credit course
Type of Enrollment: Evenings, part time
Child Care: No
Financial Aid: Grants, direct student loans, work study
Sessions: September, January, July.

ELI WHITNEY REGIONAL VOCATIONAL TECHNICAL SCHOOL
71 Jones Road, Hamden, Connecticut 06514. Tel: 397-4045.
Contact: Mr. Leahy
Accreditation: New England Association of Schools and Colleges
Degree/Certificate/Diploma: Adult preparatory programs, certificate
Programs: Adult Education; Apprenticeship classes; supplementary and trade preparatory classes; adult preparatory programs in Automobile Body Repair; Dental Assistant; Dental Laboratory Technician; Practical Nursing, and Welding
Admissions Requirements: 16 years of age or over, and not attending a day public or private school
Tuition/Fees: Fulltime and many parttime adult programs are tuition free, books and some supplies must be purchased. Extension Fund programs charge $60. per course.
Type of Enrollment Possible: Evenings
Child Care: No
Financial Aid: No
Sessions: Second week in September.

WILFRED ACADEMY OF HAIR AND BEAUTY CULTURE

212 Crown Street, New Haven, Connecticut 06510. Tel: 865-3070.
Contact: Valerie DeMarco
Accreditation: Cosmetology Accrediting Commission; State Department of Health; State Department of Education for V.A. Benefits; NACS; State Vocational Rehabilitation Program; State Department of Labor
Degree/Certificate/Diploma: Certificate
Programs: General Beauty Culture
Admissions Requirements: Minimum age 17; written examination
Tuition/Fees: $1.59/hour, including equipment, for 2,000 hours
Type of Enrollment: Full time day, part time day and evening; 52 weeks, 2,000 hours
Child Care: No, but students do use the service of free inner-city day care council
Financial Aid: Worker's compensation, DVR, Basic Grant, Connecticut student loans, NDSL, Training Rehabilitation Program
Sessions: Every month.

YALE UNIVERSITY--Program for Special Students

Office of Undergraduate Admissions, 1502A Yale Station, New Haven, Connecticut 06520.
Contact: Ms. Edith MacMullan, 436-3240
Degree/Certificate/Diploma: None
Program: Individual courses
Admissions Requirements: High school degree; two letters of recommendation; personal interview
Tuition/Fees: $25 application fee; $600 per course ($300 per course for full time Yale employees who have completed one full year of continuous employment)
Type of Enrollment: Part time, full time
Child Care: No
Financial Aid: None
Sessions: September, summer.

Part Four

The Application Process

The Application Process
Getting In

You have finally selected several programs which interest you. Do you apply to them all? Yes! Unless what you are looking for is only available through one institution, you will probably want to apply to several programs. By making several applications, you increase your chances of being accepted.

The application process involves a lot of detailed work--filling out forms, arranging to have transcripts sent, obtaining letters of recommendation, etc. The care you take in the process will pay off later. Remember, the program you are applying to will judge you largely on the printed materials you submit, so be sure they reflect your best side.

The Application: What You Will Need

The application form itself may be anywhere from two to four pages long. You will be asked to provide basic information about yourself: name, address, citizenship, your social security number, previous schooling, and work experiences. If you are completing several application forms, it may be worth your while to start a file on yourself which you can use for each form. Most forms call for the same information, so if you have a "master" copy of information, you won't have to start from scratch each time.

Many schools request a personal statement. It may ask you to discuss your career goals, what you plan to study, and why you wish to study at that particular institution. In applying as an undergraduate, no one will expect you to have the next ten years mapped out, but it is a good idea to present your plans as concretely as possible. The personal statement is a place where you can discuss your background, your reasons for returning to school, what you hope to accomplish by being in school, and what you intend to do once you have completed your program. This is not a confession, nor is it an apology for not being a traditional 18-year old student. Rather, the personal statement is an opportunity to highlight your life experience, your commitment to the future, and the important role education plays in that future. Have a friend or former teacher read your statement over. They may offer some helpful comments. Type your personal statement or arrange to have it typed. If possible your entire application should be typed. Borrow a typewriter from a friend, or if need be, see if the school you are applying to has typewriters available for student use.

Transcripts are required with your application form. Depending on your previous educational experience, this may mean requesting official copies of your high school transcript, G.E.D. score, or college course-work done elsewhere. Transcripts may be gotten by writing to the school(s) you attended and asking them to send a copy of your transcript to the admissions office of the school you are applying to. Many schools will bill you for sending the transcript, at a cost of $1.00 or $2.00 per copy sent. You should have a copy of all your transcripts sent to you for your own files. Even though copies you make of your transcript are not considered "official," they can help you if for some reason the "official" copy is late. Be sure to ask whether or not a high school diploma is, in fact, required. Make your request early to have your transcripts sent. It is not uncommon for schools to refuse to consider "incomplete" applications. "Incomplete" can mean that they have not received your transcripts yet!

References are typically required to support your application. References take the form of letters, written by people who know you well and who can speak to your abilities to handle the course of study you are proposing. Some schools will provide you with a reference form; others will simply ask that you have reference letters sent. In many instances the letters are to be sent directly to the admissions office.

Because you will not see these letters before they are received by the school, you want to be very sure that the people you request letters from will in fact write favorable recommendations. When you approach a former or current teacher, employer, or co-worker for a reference, give them a chance to say "no" gracefully. You are better off having no letter from them than a letter which does you a disservice.

If they do agree, you should help them with the process by writing up a short outline of what you plan to do in school. In addition, you should note down for them those aspects about yourself, your goals, your plans, or your experience that you feel they are especially qualified to speak to, and ask them to highlight these points. In this way, your recommender will have a better sense of what *you* believe your strengths to be. It also gives them a place to start. Obviously, too, if they don't want, or don't feel the need to use your notes, they are free not to.

Test Scores are not consistently required of adult students, but you should check with the admissions office. The Scholastic Aptitude Test, or the SAT, is a test used by most colleges as a measure of scholastic promise. If you are required to take the SAT, you can probably pick up an application form at the school. Otherwise, you can write for one from:
S.A.T. c/o College Board A.T.P.
Box 592
Princeton, New Jersey 08540

The test is usually given in New Haven six times a year. Sample tests are available for study at the public library. It is probably wise to practice the test several times before taking it. The test takes three hours and covers reading passages, vocabulary, and math problems. All questions are multiple choice.

Don't panic if you have to take the SAT or another exam (such as the ACT, or American College Testing Program), or if you do poorly. The other components of your application will support your ability and testify to your commitment to your plans.

The Application Fee

When you submit your application, you will be asked to pay a fee for processing your application. The fee is not refundable. In some cases you may be able to have the fee waived. Ask to speak to the director of admissions if you would like the fee waived for financial reasons.

Financial Aid Applications

In many cases you will submit both your school and financial aid applications at the same time. This is not always the case, however, for financial aid applications may have different deadlines. You also may hear that you are admitted without hearing anything about financial aid for some time. The decision to admit you as a student is a separate decision from whether to award you financial aid.

The Interview

Different schools have different policies about interviews. For some schools it is required, while at others it may be strongly encouraged or discouraged. It is probably a good idea to have at least an informal interview with someone in the admissions office, even if it is not required. An interview with a school is not exactly like a job interview, but you will want to prepare for it. You should be able to discuss your reasons for returning to school, your interest in the particular program you are applying to, as well as being able to demonstrate that you are serious about your education. Drop-outs cost schools money, so they are concerned about whether or not you will complete the program. Where it is not critical that you complete a program (because of your own plans) or when you only plan to attend part-time, the school may be less concerned about your future educational or career plans. Approach the interview as an opportunity for you to gain information you will need to make a decision to attend the program if accepted. Be familiar enough with the school and the program to ask concrete, specific questions that will yield information that will be helpful to you in assessing the pros and cons of that school for you. Most school interviews are not high-pressure, so don't feel as though you have to be anything but yourself.

Timing: When to do What

When you call for the application form, ask for the deadline for submitting it. As soon as you have this date, start planning. Even if the school has rolling admissions, the sooner you apply, the better. Rolling admissions means that they consider applications as they come in and accept students until the course or program you've applied for is filled. In the case of regular admissions with a fixed deadline, your application will be considered with a pool of other applicants. In the case of rolling admissions you may hear within the month whether you can register for courses. With a fixed deadline, you will usually be told when to expect to hear about admissions. If your application is due in the winter months, you are apt to learn of the school's decision as early as March or as late as May. While there are no hard-and-fast procedures for the timing of applications, here is a time-table you may find useful in your planning.

WHAT	WHEN
Call for: catalog application form financial aid forms	12 weeks to the deadline
If SAT or ACT exams are required, ask for registration forms	12 weeks
Send in SAT or ACT forms Take SAT or ACT	12 to 8 weeks
Contact possible reference people	8 weeks
Provide outline of what you would like mentioned in reference letters to your recommenders. Inform them of the application deadline.	4 weeks
Contact previous schools to have transcripts sent to you and the schools you are applying to	7 weeks
Write up the sheet regarding your background, schools attended, etc.	6 weeks
Make copies of any tax information required for your financial aid forms. Make copies for your files as well. Complete financial aid forms.	6 weeks (usually due April 1 or May 1; some earlier for a September session)
Complete the application form itself. Make a copy for your files.	5 weeks
Prepare your personal statement, if required. Have a friend read it and comment. Have it typed. Make a copy for your files.	5 to 4 weeks
Send in your application, fee, and financial aid forms	3 weeks
Check with the school to make sure they have received: your application all transcripts all references all test scores	2 weeks
Set up date for interview	2 weeks or earlier, as you choose
Do something nice for yourself!	Deadline

INFORMATION YOU MAY NEED IN PREPARING YOUR APPLICATIONS

Educational Background

Dates Attended:	Name of School:	Location:	Degree/Diploma:
1. ____ to ____	________	________	________
2. ____ to ____	________	________	________
3. ____ to ____	________	________	________
4. ____ to ____	________	________	________

Work Experience

Dates:	Employer:	Location:	Job Title/Duties:
1. ____ to ____	________	________	________
2. ____ to ____	________	________	________
3. ____ to ____	________	________	________
4. ____ to ____	________	________	________
5. ____ to ____	________	________	________

Volunteer Experiences

Dates:	Name of Organization:	Location:	Responsibilities/ Activities:
1. ____ to ____	________	________	________
2. ____ to ____	________	________	________
3. ____ to ____	________	________	________
4. ____ to ____	________	________	________
5. ____ to ____	________	________	________

Other Information

S.A.T. Scores: _____ Verbal _____ Mathematical

Social Security Number: ________________

Honors or Awards: ________________________________

____

Languages Spoken: ________________________________

WHAT TO DO IF YOU ARE NOT ACCEPTED

Your first step, if you were not admitted, is to find out why. The admissions office will not volunteer this information. Even if you are feeling depressed about the rejection, call them and ask why. You may learn that you need more experience to be admitted, or that if you take a few courses in a specific area you may be a more attractive candidate. The school may ask you to reapply once you have gained the experience they feel you need to succeed in their program. If you feel you have not been given a fair hearing, ask if they will reconsider your application. Whatever you do, don't give up or blame yourself for not being good enough! Find out how to improve your application and re-submit it.

The paper work is not quite over! After you receive your letter of acceptance, inform the admissions office in writing of your decision to attend. If the school sponsors an orientation for in-coming students, they will notify you by mail. It is important to go to orientation if at all possible. Orientation will give you an opportunity to become better-acquainted with the school, its services, what is expected of you, and most importantly with other women students. Ask for a map or guide to the campus or building. Find another woman student and take a tour together.

STARTING CLASSES

During the period between your acceptance and your first day of school, you will want to give serious consideration to the courses you are going to take. The school will usually print a list of classes offered that semester with the time, room number and instructor's name. With this list, you should return to the school catalog and read the course description. Since this is your first term, you may not be able to ask other students about their reactions to the class, but you should consider doing this in the future. Some schools ask students to complete an evaluation form on each class they take. The forms are then made available (often in the library) to students considering taking the class. Check to see if your school does this. If they do not, you might request that they begin such an evaluation system.

HOW MANY COURSES SHOULD I TAKE?

The course-load you choose will depend a great deal on how much time you have to devote to your studies and how quickly you need or want to complete a program. If you are going full-time, there is probably a minimum number of courses you can take before you are considered a part-time student. Here are a few suggestions about course-load made by current women students:

* If you've been out of school for some time, don't set yourself up for failure by taking too many courses at once. Start with one course and go on to two the following term if your schedule allows.

* Talk with other students to find out which courses are the "killers"--the courses which take the most time. Take only one heavy-duty course at a time.

* If you have a heavy course-load, be sure to take at least one course which you are guaranteed to enjoy, look forward to, and relax in.

* If at all possible do some "shopping" the first week. Sit in on a number of classes, get the reading list, and listen to the first lectures. The more classes you sit in on, the more likely you are to find ones that suit you.

* Don't be overwhelmed by the reading lists of classes, but do pay attention to how many total assignments you will have for more than one course and when they will be due. Is there too much overlap?

SELECTING COURSES WITH THE FUTURE IN MIND

If you are planning to get a degree or certificate at the end of your studies, you will find that planning ahead will save you trouble later on. Most programs have both required and elective courses. Required courses may be of two kinds: courses required of all students regardless of their area of specialization (generally this means courses like English, social science and mathematics), and courses required by a department or area of specialization. If you are not sure what you want to "major" in yet, take the first term to explore various departments and look into the requirements for the major. If you have decided upon an area of specialization, you should sit down with the catalog and map out what courses you need to complete the degree or certificate. In this way, you can balance more difficult required courses with less intense electives, as well as knowing ahead of time what courses to look for. This may be especially important if the course offerings change every term. What you need to graduate may not be available if you wait until the last term to take it. Check with a counselor about your overall program and ask how realistic it seems given the courses likely to be offered in the next few years. Here is a guide you may want to use to help you plan your course work.

PLANNING YOUR COURSES

COURSES REQUIRED OF ALL STUDENTS:

Course #	Course Name	Credits	Course #	Course Name	Credits
	Total			Total	

Total Required ______

COURSES REQUIRED IN MY AREA OF SPECIALIZATION:

These may be courses in your area of specialization from which you can choose as long as you have the correct total number of credits.

Course #	Course Name	Credits	Course #	Course Name	Credits
	Total			Total	

Total Required ______

ELECTIVES:

These courses you can usually take in any area you choose.

Course #	Course Name	Credits	Course #	Course Name	Credits
	Total			Total	

Total Possible ______

ADDING AND DROPPING CLASSES

What happens when you find you have registered for more courses than you can handle, or you want to take a course you are not registered for? If you discover that either of these is the case early enough, you can add or drop a course without a penalty. When you register for classes, find out the dates of no return, beyond which you cannot change your mind without paying a fine, or getting an incomplete or withdrawal mark on your transcript.

INCOMPLETES

If you have gotten in over your head and you cannot finish all your course work before the term ends you may be able to request an incomplete from your teacher. The function and use of incompletes varies from school to school. In almost every case you will need to ask your teacher for an incomplete--i.e., no grade, until you can finish the work needed. If your teacher agrees, you and s/he may be able to agree on a reasonable deadline or the school may set a deadline for you. At some schools the incomplete becomes a permanent part of your record even if you finish the course and are given a grade. At other schools the incomplete will be replaced by a grade when the teacher submits it. If you take a month over the summer say, to finish a spring semester course, be sure your teacher submitted a grade for you. You can check this out with the registrar's office. Papers when submitted late can slip a busy teacher's mind and s/he may just forget to hand in your grade to the registrar. It will be worth double-checking.

PASS/FAIL

Should you take your courses for a grade, or for simply a pass/fail? The answer depends on what you plan to do with your transcript. If you want to transfer to a four-year school or a technical school from a two-year school, you will want as many good grades on your transcript as possible. On the other hand, if you are taking courses for your own pleasure or if you are not planning on going on, a pass/fail is a reasonable option. Also, if you are particularly anxious when you first start school, taking a course pass/fail may take some of the pressure off until you are feeling more confident.

Most women going back to school (and you will be one of them) do very well. In fact, many women feel they have to be perfect and get straight "A's." While there is obviously no harm in straight "A's," you don't have to be perfect. It is your experience at school and what you can bring back from that experience to enrich your life which counts. Grades can affirm your ability and boost your ego, but don't let them be an added pressure in an already pressure-filled life!

GETTING ADVICE

As a new student, you will be assigned to a counselor or adviser. The counselor may be a teacher or someone hired to do career and academic advising as a full-time job. Counselors who are also teachers often do not have the time to spend thinking through your needs and plans as carefully as you would like them to. They may not be aware of what courses are required or what is offered by departments other than their own. Since your counselor is the person you should be able to turn to when you have questions and concerns about your school work, make sure it is someone you are comfortable with. Change counselors if necessary. Most of the time you are not assigned to a counselor because of shared interests, so you should feel free to look for someone who can take a special interest in your plans and your successes.

REGISTRATION

The registration period is when you select courses for the term in which you will be enrolled, and pay any fees or tuition required. Registration is usually done in person, but can often be handled by mail. The registration procedure can be tedious and confusing. There will be forms to fill out and you may need to bring your letter of acceptance, and/or financial aid information with you. It is probably a good idea to bring your application file that you started with you. This will save you time. If you are accepted for the fall term and the school has a summer session, you may want to visit the school on the registration day for the summer session. Such a visit will give you a chance to observe the procedures and be more comfortable when you have to do it yourself. If possible, you should try to register with another student. Going through registration with someone else will make the experience less confusing and more interesting, since you will have someone to talk with if you end up waiting in line.

WHAT TO DO WHEN, IF YOU WANT TO TRANSFER

When	What
First Semester	Enroll for an associate degree program. Speak with a career counselor about your plans. Write for the catalogs of schools you are interested in applying to.
Second Semester	Continue course work.
End of Second Semester	Review your first year record. You will want at least a C average, or a 2.0.
Third Semester	Register for courses that will fulfill the requirements for an associate degree and fulfill requirements for the schools you wish to transfer to.
End of Third Semester	Write for applications. Complete and submit applications.
End of Fourth Semester	Be sure a copy of your final transcript has been sent to the schools you are applying to.

Part Five

Starting School

Starting School: *What to Expect*

If you have not been in a classroom for some years, you are sure to feel slightly uncomfortable for the first few weeks. Adult students often feel that the hardest part of being a student again is getting back into the swing of studying, preparing for classes, writing papers, and taking exams. Unlike a 9-to-5 job, courses require study at odd hours and for varying lengths of time week to week. In this section, we will present some tips on how to handle your new school routine.

STUDYING

"When I looked at the reading list, I almost died. The teacher expects us to read all this? How am I supposed to remember all this stuff?"

You may feel very intimidated by the amount of reading and studying you are expected to do. Developing study habits which are efficient is an important first step. The following is a list of suggestions made by current adult students.

Where to Study

* Find a place both at school and at home where you can study comfortably. The library is an obvious school choice, but find a spot in the library where you can work undisturbed. At home find a place where you can leave your books and materials. If you have to re-locate for every meal or when people visit, your chances of being able to find things when you need them will be diminished.

When to Study

* If you like or need to study at school, consider scheduling your courses in such a way that your study time is built in. For example, one woman schedules her two classes several hours apart on the same days. By arriving early for the first class, she assures herself of study time before them both.

* Get up early or stay up late. A number of students get up before their children and gain a quiet hour to study before the day starts. Other mothers enforce bedtime hours for their children and use the few hours left in the evening for reading.

* Whenever and wherever. For classes which require regular reviewing, many women students put their notes on flash cards. In this way they have an easy way to review or study when riding the bus, waiting in line, or waiting for the kids at some event.

* Hire a babysitter even if you are home. When the going gets rough around midterms or exams, it may be worth the extra money to have a sitter in the afternoon. You are available if need be, but you are also free to turn your full attention to your work.

* Begin studying long before exams, and collecting data long before you expect to write your papers. Your high pressure weeks will almost inevitably correspond to holidays, vacations, or family events. The fall term finals and papers may conflict with holiday shopping, family gatherings, and children's projects. Be aware of this and spread your reponsibilities out over the entire term.

Tips on How to Study

* Learn to take good notes. You will want to take notes during class and from your readings. Underline important passages in your books so that you can locate them easily in the future. You may want to make an outline of what you read, or write a brief summary of the main points. Such an outline or a summary can make reviews simpler later on. When taking notes in class, translate (if need be) the teacher's language into your own. Develop your own set of abbreviations. Your notes are for your use--you do not need to see class as a dictation exercise.

* Make a calendar for the reading assignments for the whole term, and try to follow it. Learn to skim so that if you start getting behind you will not have to feel overwhelmed. If you do get behind, ask other students which readings they thought were essential and only read those. You might also ask to borrow and copy someone else's notes on the reading. Almost no one has time to do all the reading assigned on time every week!

Resources on Studying

There are a number of books which give advice to the returning student who is concerned about being able to handle reading assignments and other class requirements. Here are a few you may want to look at:

Apps, J.W., Study Skills for Those Adults Returning to School. New York: McGraw Hill, 1978.

Bandt, P.L., N.M. Meara, and L.D. Schmidt, A Time to Learn: A Guide to Academic and Personal Effectiveness. New York: Holt, Rinehart, Winston, 1974.

Cecchetini, P.A., McGraw Hill Self-Study Manuals for CLEP. New York: McGraw Hill, 1978. Manuals are available for psychology, sociology, humanities, business management, and natural sciences.

Ehrlick, E.H., How to Study Better and Get Higher Marks. New York: Thomas Y. Crowell, 1976.

Gerow, J.R., and R.D. Lyne, How to Succeed in College: A Student Guidebook. New York: Chas. Scribner's Sons, 1975.

Gray, Eileen, Everywoman's Guide to College. Millbrae, CA: Les Femmes Publishing, 1975.

Lenz, E., and M. Shaevitz, So You Want to Go Back to School: Facing the Realities of Re-Entry. New York: McGraw Hill, 1977.

Morgan, Clifford T. and James Deese, How to Study. Write: McGraw Hill, Highstown, NJ, 08520.

Nieves, L., College Achievement Through Self-Help: A Planning and Guidance Manual for Minority Students. Princeton, NJ: Educational Testing Service, 1978.

Pank, Walter, How to Study in College. Boston: Houghton Mifflin, 1974.

Raygor, Alton L., Systems for Study. New York: McGraw Hill, 1970.

Spache, George D. and Paul Berg, The Art of Efficient Reading. New York: Macmillan Publishing Co., 1978.

Thatcher, R., Academic Skills: A Handbook for Working Adults Returning to School. Ithaca, NY: Cornell University, New York State School of Industrial and Labor Relations, 1975.

Waller, M., and M. Beach, Making It in College. New York: Mason/Charter, 1976.

MATH

"At first, the last thing I wanted to take was math. As it turned out, math was one of my best subjects."

Many women students are worried about having to take math courses, or science courses which require a math background. If you have a classic case of math anxiety, what can you do?

* Remind yourself that a math problem is not an intelligence test.

* Consider your approach to problems you feel confident in solving. Compare this approach to how you deal with problems that concern numbers. See if you talk yourself into failure or if you are extremely critical of yourself. Take these problems slowly and try to eliminate your own negative feelings about your ability.

* When you are faced with a math problem, relax. Try not to let your body get tense. Keep a record of your math problem-solving experiences and note how you feel in the situation. Consider how much time you gave yourself to deal with the problem and whether you let yourself make mistakes without giving up.

* Attend a math refresher course or a workshop to overcome your math anxiety. Here are some resources to consider:

You CAN Do Math
40 Cooper Place
New Haven, CT 06515 239-6444
Offers math confidence courses, tutoring for exams, and Dial-a-Math Tutor.

Overcoming Math Anxiety
c/o S. Hamer Associates
15 Lewis Street
Hartford, CT 06103

Math Clinic/Robert Rosenbaum
Wesleyan University
Middletown, CT 06457

WRITING

"The course assignment list said, 'one fifteen-page research paper.' I'd never written anything longer than a five-page letter. The very idea of having fifteen pages worth of something to say knocked me over."

Many returning students feel just this way. Writing papers and reports can be a real obstacle. If you have done very little writing, you will want to review the basic form of a college-level paper with your instructor, a tutor, or in a writing refresher course. Here are some tips from students who have already started. In writing a paper or a report:

* Select a topic that really interests you. If your topic bores you, the whole writing process will be more difficult.

* Make sure you have defined the scope of your paper. Do not take on more than you can reasonably handle in the page assignment given you.

* Feel free to reject material for your paper. Maybe you have found some great quotes or related material that does not quite fit your topic--but you think they are great finds. Save them, they may come in handy later, but don't try to fit everything into your paper that you have found interesting.

* When you write your first draft, don't worry about grammar or style. Just get your ideas down on paper. You can then go back and rewrite with more finesse.

* If you have time, ask your instructor to read your first draft and provide you with comments. If you are very concerned about your writing ability, this step may prove very helpful.

* Plan ahead for your writing. Often, if you are taking more than one course, several papers may be due the same week. If you want to avoid that last-minute panic, start writing early.

Here are a few books you may want to own to help you in your writing.

Strunk, William Jr., and E.B. White, The Elements of Style. New York: MacMillan, 1962.

Turabian, Kate L., A Manual for Writers. Chicago: University of Chicago Press, 1971.

Yaggy, Elinor, How to Write Your Term Paper. 3rd ed. New York: Harper & Row, 1974.

Writing Courses:

New England Writers Center
40 Mohawk Trail
Guilford, CT 06437
1-800-451-4453

Courses are also available through Adult Education courses offered by towns and through most colleges and universities.

TEST-TAKING

"The night before my first test, my children came down with chicken pox. I couldn't believe it! I walked into the class and thought I would forget everything."

Taking tests is not always enjoyable. You can get through them, though. Many of your worries about exams will diminish after you have taken a few of them. You can begin preparing for exams as soon as you learn of the exam date. Take careful notes and review them regularly. Practice writing out the answers to possible questions. This method may help you organize what you do know and help you identify what you need to study before the exam date. If at all possible get as much rest as you can the night before and eat a high-protein breakfast the morning of the exam. If you are uncomfortable with multiple-choice exams, you might try a few practice S.A.T. tests which are available at the library in a variety of subject areas. Studying with friends can be helpful, but it can also confuse you. If you are not getting what you need out of a group study session, explain to your friends that you need to work on the topic on your own for awhile.

If you are really anxious about your ability to take tests, consider auditing your first course. Take the course exam as a practice exam and ask the teacher to provide you with comments on your exam. There are also a number of books you may want to consult:

The American College, Test Wiseness: Test-Taking Skills for Adults Returning to School. New York: McGraw Hill, 1978.

Dobbin, John E., How to Take a Test. Princeton, NJ: Educational Testing Service, 1980(?) ($4.50)

I'M OLD ENOUGH TO BE YOUR . . .

"I was so anxious about being older than everyone else, that during that first week I was afraid of my own shadow."

"These kids were my daughter's age. How could I compete with them? I was sure they had all the answers."

As an older student, whether you are 25, 35, or 55, you may feel uncomfortable being in a classroom again. The younger students may intimidate you or make you feel too old to be a student. You may even be worried about sharing your views or asking questions in class, especially if you are older than the instructor. If you feel this way, you are probably forgetting a number of important factors. First, as a student you have a great deal to offer your classmates (and the teacher!) by virtue of your life experience. Most adult students come to realize this after the first few weeks when they feel more comfortable in the school environment. Second, no one else in the class is apt to know how you are feeling. Traditional college-age students are generally caught up in school-based activities and will be unaware of how uncomfortable you feel. Sit next to younger students in class and talk with them. Younger students report learning a great deal from adult women students. This will give you a chance to hear about their worries and concerns as well. Introduce yourself to other women your own age. You will find you have much in common. Sharing the experience of returning to school with another student can enrich your years in school enormously.

Part Six

School: *Its New Demands*

School:
Its New Demands

Going back to school may be the best decision you ever make. Many women feel this way, but it is not a decision which will leave the rest of your life unchanged. School, like a job, places new demands on your time and attention which formerly were directed to other areas of your life. It is important to consider the effects of these new demands on your day-to-day life and your relationships with people you care about. Even if you spent time thinking through the possible effects of being in school, there are certain feelings or problems that you can predict with a fair degree of certainty. Knowing about them ahead of time may not guarantee that they won't occur or that they will turn out exactly as you would like, but it may prepare you for the experience of handling them better.

What Happens When My Child is Sick?

Unless your partner will take time off from work to care for your children or you have a family member who will stay home with your children, you may have to miss classes when your children are sick. What can you do?

First, you can turn to classmates. Be sure you know one or two reliable students who are willing to take notes for you when you are absent. If you have a tape recorder or can borrow one from the school's media center, you may want to ask a fellow student to tape the class for you. Some schools have video equipment set up to record lectures on request. If you know you will miss several classes, notify the teacher and the media center as soon as possible to arrange for a recording of these lectures.

If your child (or you, for that matter) are ill for a longer period of time, have a conference with the teacher. See if you can arrange to do the work at home in conjunction with class notes or recordings of the lectures. In some cases you may be able to work out an informal arrangement with the teacher rather than dropping out. If you drop out, you will lose most if not all of your tuition money, as well as all the effort you already put into your course work. Many teachers are aware of the problems faced by women with families, and will be willing to negotiate.

Guilt

"I felt that I needed to continue to do everything I had done for my family before I started school. I felt terribly guilty when dinner was late or when the kids couldn't find any clean socks."

Will going to school negatively affect your children? Your relationship with your partner? Taking time from your family responsibilities to devote to school work may lead you to feel guilty or anxious about your role at home. Why can't I do everything and be everything for everyone?

If you start out expecting life to stay the same at home, the changes that do occur are sure to catch you by surprise. Here are some ways current women students suggest for dealing with guilt feelings:

* Share with your partner/family your reasons for wanting to go back to school. Let them know how important school is to you--that you think they will benefit from your increased satisfaction with your life situation.

* Let them express to you their worst fears about your going back to school. Talk their fears over with them in a loving way. Brainstorm some ways of handling the worst possible scenario, if it should arise.

* Ask them to talk about their experiences as a student. Try to find common worries or concerns that they then can help you with.

* Involve your family in school

activities when possible. Visit the campus together.

* Remember that many mothers feel their children and partner benefit by having to be more self-reliant.

* Avoid feeling that you have to be SuperMom or SuperPartner. Make realistic plans for household tasks and let others know what you realistically expect to be able to do around the house each week.

Whose Turn is it to Do the Dishes?

Your home will probably not be run as smoothly after you become a student-- at least for a time. Being a student requires that you become an efficient manager as well. Although we will be discussing time management in general later in this guide, let's review some of the options available to you.

Other specific strategies for taking care of your home include:
1. Buy both a large wall calendar and a pocket calendar for daily use. Write down everything you need to do.
2. Set up weekly shopping trips. Whenever possible cut down on quick errands which eat up your time.
3. Prepare meals ahead of time using a crock pot or a slow cooking oven. Always make enough for leftovers.
4. If your children have after-school activities, use that time to study. If you need to be a chauffeur for these activities, try to start a car pool with other parents.
5. Make your children responsible for their own rooms. Have a bulletin board or other space where they can check off what they have accomplished for all to see.
6. Arrange for weekly family meetings to discuss how things are going, negotiate chore-swapping, and review specific

OPTIONS	POSSIBLE OUTCOMES
Try to do everything as before; don't ask for help -or- Do as much as you can, hinting for help in the areas you cannot get to.	Exhaustion, anger, resentment, disappointment.
Make up a work schedule for your family and assign everyone a task.	This may work if you have assigned people to tasks they know how to do or are willing to do. You could face hostility and resentment.
Sit down with your family and make a list of household responsibilities and divide them up according to schedules, abilities and interests.	Perhaps some things will remain undone, but this option could lead to a spirit of cooperation and take some of the pressure off you.

jobs coming up during the next week. These meetings can be a time when you can reinforce the fact that each family member is doing their share of the *family's* work, not simply helping you with *your* work.

"The Last Time I Saw..."

As a student you may find that you have little time for socializing with neighbors, friends, or even family. If your friends have not been back to school themselves, they may feel threatened by you, or unwilling to talk about this new part of your life. Without giving up on these friendships, you may need to be selective as to who you share your school experience with. Make new friends at school with whom you *can* talk about school, your life, and your future.

If you are worried about losing touch with friends because of your new time commitments, build regular visits into your schedule. Plan to exercise together, meet after church, or exchange weekly visits. You may find that several of your friends have been considering a return to school themselves. Invite them to join you for the day and sit in on a class or two.

Keeping in touch with your family is important, too. If you find that a relative disapproves of your decision to return to school, you may want simply to avoid the whole issue and not discuss it. Explaining your reasons for returning may be useless, and drain you of energy you need for yourself and your immediate family. Ideally, your relatives will be enthusiastic and understanding, but do not be disappointed if they are not. As with friends, you will want to write family contact into your schedule. If visits are not possible or are too time-consuming, set up a calendar for writing letters or making phone calls regularly.

Especially around exam time you and your family may actually feel as though it has been weeks since you have been together. In the case of your children, you may want to invite them along on routine shopping trips. Such trips can provide a special time for them if you let it be an occasion for sharing and talking. If your kids are school age, you might decide together on a mutually agreeable study time. Even if you are not talking, you are working together. You legitimize their studying, and they learn to respect your real need for study time. You can also set aside time for family at dinner, after school, or just before bedtime, which is understood as a time for the family to be together.

A similar strategy may be appropriate if you find that you and your partner only see each other long enough to say hello and goodbye during the day. While it may seem artificial at first, assigning time to be together out of a busy week can really improve your chances of being understood and gaining your partner's support. Try doing housework or cooking together. Set aside a "catch-up" time before or after dinner and listen appreciatively to your partner's experience of the day. Make sure you are listened to in turn, before you both start your evening activities.

Remember that being in school can be and is stressful for almost everyone. The experience of being a student may highlight problems you already have, or it may be the grounds for resolving problems. If at some point you and your partner wish to discuss the changes in your life created (or potentially created) by school, you can call Info-Line for the names of counselors, at 624-4143, or you may want to contact one of these organizations:

Midlife Counseling Center
436 Orange Street
New Haven, Connecticut 06511

Center for Marital and Family Therapy
400 Prospect Street
New Haven, Connecticut 06511
776-3268 (answering service)

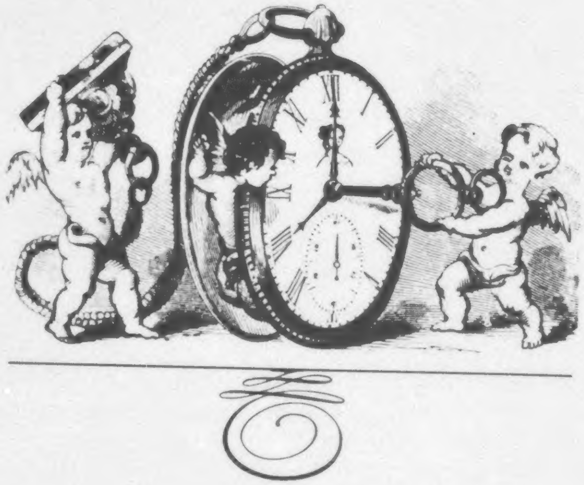
Women's Liberation Center
614 Orange Street
New Haven, Connecticut 06510
436-0645

Family Counseling of Greater New Haven
1 State Street
New Haven, Connecticut 06511
865-1125

Women's Counseling and Psychotherapy Center
210 Prospect Street
New Haven, Connecticut 06511
865-5505

Part Seven

Making Success Possible:
Getting Organized



Getting Organized: Managing Your Time and Your Life Effectively

While there are no right or wrong ways to time management, it is possible to learn a great deal about yourself and how to handle your own time effectively.

The following quiz was adapted from one appearing in Stephanie Winston's Getting Organized: The Easy Way to Put Your Life in Order. It will help pinpoint areas of your life that need more effective organization.

How Organized Are You?

1. Does it often take you more than ten minutes to unearth a particular letter, bill, report, or other paper?
YES NO

2. Are there papers on your desk, other than reference materials, that you haven't looked through for a week or more?
YES NO

3. Has your electricity or another utility ever been turned off because you forgot to pay the bill?
YES NO

4. Within the last two months, have you forgotten any scheduled appointments, anniversary, or specific date you wanted to acknowledge?
YES NO

5. Do magazines and newspapers pile up unread?
YES NO

6. Do you frequently procrastinate so long on a work assignment that it becomes an emergency or panic situation?
YES NO

7. Has anything ever been misplaced in your home for longer than two months?
YES NO

8. Do you often misplace doorkeys, glasses, gloves, handbag, or other "regulars?"
YES NO

9. Is your definition of "organized space" to fit as many objects as you can into a limited area?
YES NO

10. Do things amass in corners of closets, or on the floor, because you can't decide where to put them?
YES NO

11. Do you want to get organized, but everything is in such a mess that you don't know where to start?
YES NO

12. Do your children have clear-cut household assignments that they carry out willingly?
YES NO

13. By the end of an average day, have you accomplished at least the most important tasks you set for yourself?
YES NO

14. Are kitchen items you use most often in the most convenient place?
YES NO

15. Do you have all your school books, papers, etc. in one place?
YES NO

Questions 1-11: One point for each YES
Questions 12-15: One point for each NO

If your score is:

1-4	Systems are under control.
5-8	Disorganization is troublesome.
9-11	Life must be very difficult.
12+	Disorganized to the point of chaos.

If you learned something about yourself from your quiz score, you may want to go on with the process of discovering ways of managing your own time. Winston uses what she calls "organizing principles" to help people get their lives in order. An organizing principle is a focal point, an essential priority, around which all other components group themselves. For you, school may be the organizing principle and your other activities the "components" which must group around your priority of schooling.

One you have identified the "organizing principle," your next step is to examine the obstacles which keep your schedule from running smoothly. Winston recommends the use of a small notebook that you can carry around with you. Use the notebook to keep track of all school assignments, all errands, things to do or buy, and general notes to yourself about anything that will require action.

Next, choose a time with no distractions and sit down with your notebook and pencil. List six elements in your life that need to be put in order. Forget about straightening out your life as a whole.

Examples: "It takes me forever to get ready in the morning and I'm always late for school. How can I streamline the 'up and out' process?"

"How can I plan enough time for school work and still leave a comfortable margin for household, family, and other activities?"

This procedure of problem definition illustrates a fundamental rule of organizing--every life situation, no matter what it may be, can be divided into its significant parts.

The next step is to rank the problems in terms of the amount of aggravation they cause you. A problem that creates serious tension is a #1.

With this step of ranking, you have begun to put order into your life. The issues have been outlined, priorities have been set, and a foundation for action has been laid. All that remains before actually tackling the problems is to set a specific and regular time for organizing work. Set a fixed appointment for yourself as you would for a regular dental or medical appointment for organizing. Give yourself appointments that you can keep and handle.

Planning: If You Don't Know Where You're Going, You May End Up Someplace Else

One of the greatest distinctions between people who manage time well and those who don't is whether or not they are clear about their goals and objectives. When your goal or direction is uncertain, it is impossible to know whether what you are doing is effective, or a waste of time--whether a given decision is helpful or useless.

As a student, partner, parent, and employee, you may find yourself faced with so many tasks that you don't know where to start. If your priorities are unclear, you will not know where to concentrate your efforts. If you don't have priorities of your own, you may say yes to too many requests from others. You may be continually interrupted and end up moving from task to task, leaving many of them unfinished.

To combat these problems, you will want to learn to set effective goals and priorities. Effective goals should be:

1. Specific and measurable, so that you will know when you have achieved them.
2. Attainable, to prevent frustration.
3. Worthwhile, in order to motivate, to achieve, or be worth working for.
4. Consistent with those of your boss, organization, family, etc.
5. Written, and reviewed occasionally so they won't be forgotten.
6. Participative, to ensure commitment.
7. Deadlined to be sure they are taken seriously.
8. Flexible, to accommodate changes over which you have no control.

After your goals have been determined, set specific priorities using the following criteria:

1. Long-range importance
2. Short-range urgency
3. Potential for growth

Persistence in pursuing priorities may be the most overlooked tool in effective management. The trick in sticking to priorities is not to tolerate interruptions. Impossible? You will undoubtedly have many circumstances over which you have no control, but you should nonetheless try to regulate your study time so you will be interrupted as little as possible.

Discovering Your Ten Biggest Time-Wasters

Time-wasters are anything preventing you from achieving your objectives most effectively. "Effectiveness" means achieving maximum results with minimum time.

Find your top ten time-wasters: rank their impact on your life, number one being the biggest time-waster for you, number two the next, and so on.

1. Telephone interruptions ____
2. Crisis management/shifting priorities ____
3. Lack objectives, priorities, planning ____
4. Drop-in visitors ____
5. Ineffective delegation ____
6. Attempting too much at once ____
7. Meetings ____
8. Personal disorganization, e.g. cluttered desk ____
9. Inability to say "no" ____
10. Lack self-discipline ____
11. Procrastination/indecision ____
12. Incomplete, delayed information ____
13. Paperwork, red tape, reading ____
14. Leaving tasks unfinished ____
15. Unclear communication and instructions ____
16. Confused responsibility and authority ____
17. Socializing ____
18. Chauffering children ____
19. Excessive errands ____
20. Interruptions by family ____
21. Disorganized family ____

After finishing the ranking, put a check next to those time-wasters which are self-induced--the ones you have generated for yourself. Discovering your time-wasters is one key to managing your time. Self-generated time-wasters include:

1. Not setting deadlines
2. Procrastination
3. Indecision
4. Leaving tasks unfinished. The most powerful corrective to the problem of leaving tasks unfinished is the use of deadlines. If all major tasks are deadlined and announced, commitment and compulsion to complete tasks results.
5. The inability to say "no." What can you do when faced with requests you must turn down?
    a. Listen--to show interest and understanding of the request;
    b. Then say no immediately--to avoid building up false hopes;
    c. Give reasons--so the refusal will be understood;
    d. Offer alternatives if possible to show good faith.

There are a number of books on time management you may want to consult:

Bliss, Edwin C., Getting Things Done: The ABC's of Time Management. New York: Bantam, 1976.

Douglass, Merrill E., Manage Your Time, Manage Your Work, Manage Yourself. New York: AMACOM, 1980.

Lakein, Alan, How to Get Control of Your Time and Your Life. New York: McKay, 1973.

Mackenzie, Alec, The Time Trap. New York: AMACOM, 1972. (Paperback: McGraw-Hill, 1975.)

Mackenzie, Alec and Kay Cronkite Waldo, About Time: A Woman's Guide to Time Management. New York: McGraw-Hill, 1981.

Tennor, Dorothy, Super Self: A Woman's Guide to Self-Management. New York: Funk & Wagnalls, 1977.

Winston, Stephanie, Getting Organized: The Easy Way to Put Your Life in Order. New York: W.W. Norton & Company, 1978.

The materials in this section were adapted from Winston's Getting Organized and Mackenzie's About Time.

Part Eight

Making Success Possible: *Getting Support*

Making Success Possible: *Getting Support*

To succeed as a student, you will need support in the form of information, concrete assistance, and moral support. Students can draw on at least three types of support which they help create: (1) networks; (2) mentors; and (3) support groups. In this section we will discuss all three types of support and suggest some ways in which you can create and encourage your own support system.

What is Networking?

Mary Scott Welch, in her book Networking: The Great New Way for Women to Get Ahead, defines networking as "the process of developing and using your contacts for information, advice, and moral support as you pursue your career. It's linking the women you know to the women they know in an ever-expanding communications network. It's building a community of working women, across professional and occupational lines, outside the old boys' network. It's helping each other to become more effective in the work world--with more clout, more money, more know-how, more self-confidence. It's beating the system that isolates women as they move up in male-dominated environments. It's asking for help when you need it--knowing when you need it, knowing whom and how to ask for it. It's giving help, too, serving as a resource for other women. In sum, it's getting together to get ahead."

Carol Kleiman, in her book Women's Network, describes networks as "a new form of the 'buddy system' that is an outgrowth of the women's movement and the increasing awareness among women that we do, indeed, need one another; that men help each other almost automatically, and that if we want to go somewhere in business or get something done in the community, we must do the same."

Barbara Stern in Is Networking For You? describes a women's network as "a group of women who feel that each one is, in the shorthand of togetherness, one of us."

What Networks Can Give Women

Networking can provide women with the support they need to advance in their own careers while helping other women in the profession. For many women who are entering non-traditional fields, belonging to a network of other women working in the field can make the difference between success and failure. As a member of a network, you are less apt to feel isolated, or unable to identify with your fellow workers. You will also be more apt to think of women in other fields as resources.

How Do Networks Work?

There are national, regional, state, and local networks. In addition, there are formal and informal networks. National Networks usually have a resource center or library available to members and other interested women. Many national networks issue newsletters or journals, sponsor conferences and workshops, inform members of important news, and help organize state or local chapters or affiliate organizations.

State Networks operate in much the same way, with the exception that you will see more of the same faces at conferences or workshops. For the most part, the women you meet in state network meetings will be ones you can use more readily as resources than those you meet at national conferences or meetings.

Local Networks are often more informal. A newsletter may be available, but as a member of an informal local network, you are more apt to get an announcement in the mail or a phone call regarding future meetings. An example of a local network is WINC--Women in Non-Traditional Careers. WINC began as a small group of women working in non-traditional careers or attending technical schools. The group meets regularly to discuss issues related to employment, sexism on the job, and handling the pressures of home and work. WINC also provides emotional and social support for its members through open discussion and time to relax and enjoy life with women in similar situations.

All of these networks have some common theme, whether it be a specific career area, a life situation, a health condition or a shared political or social concern. Networks are often loosely-knit with frequent changes of membership and focus of activity. Networks are created by and for women, so consider joining as many as you believe you can contribute to.

Where and How to Find Out About Networks

National and State Networks are listed in a number of source books cited at the end of this section. We have included here a selective list of networks which may interest you as a returning student.

ALPHA KAPPA ALPHA
5211 South Greenwood Avenue
Chicago, Illinois 60615
312-684-1282
Oldest Black college-based sorority in the U.S. Sponsors educational programs including career counseling, leadership training, and financial aid. Heritage Series profiles Black women in the professions.

BUSINESS AND PROFESSIONAL WOMEN'S FOUNDATION
2012 Massachusetts Avenue, NW
Washington, D.C. 20036
202-293-1200
Provides educational financial assistance, guidance in management/leadership roles; supports research of interest to all working women; works to broaden women's career horizons. Library and Information Center provides reference and referral service to individuals and organizations.

CATALYST
14 East 60th Street
New York, New York 10022
212-759-9700
National, non-profit organization helps women choose, launch, and advance careers through 193 counseling centers, 60 career publications, and a 2,000-item library. Projects assist corporations in locating women for boards and network-women, employers, and educators. Publications include state-by-state directory of local resource centers. Newsletter.

DISABLED WOMEN'S CAUCUS
1346 Connecticut Avenue NW #1124
Washington, D.C. 20036
202-223-3304
Informal network of disabled women which works on common issues. Disseminates information to other women's groups regarding concerns and priorities of disabled women. Instrumental in writing the disabled women's section of National Plan of Action.

DISPLACED HOMEMAKERS NETWORK, INC.
c/o Business and Professional Women's Foundation
755 8th Street, NW
Washington, D.C. 20001
202-293-1200
Serves as information clearinghouse; provides technical assistance, especially on potential funding sources; provides updates on legislative actions; publishes resource list of own publications plus publications of Older Women's League; national directory of programs and newsletter.

INTERCOLLEGIATE ASSOCIATION FOR WOMEN STUDENTS
c/o American Association of University Women
P.O. Box 2
2401 Virginia Avenue NW
Washington, D.C. 20037
202-785-7750 or 615-648-7451
Represents over 200,000 college women, actively supporting collegiate activities and legislative action which will improve status of women in society and prepare them to cope with the demands of the world. Information on associations of women students available. Newsletter.

NATIONAL ALLIANCE OF PROFESSIONAL WOMEN'S NETWORKS
c/o Ann Peterson All the Good Old Girls
P.O. Box 20121 Minneapolis, MN 55420
612-888-6234

NATIONAL ALLIANCE, cont.
Linkage of networks interested, concerned, and committed to the effectiveness of women in public, corporate, and civic life. Facilitates communication among executive and professional women across the U.S.

WOMEN, U.S.A.
76 Beaver Street
New York, New York 10005
800-221-4945 (toll free number for action tips)
Formed as a vehicle to reach out to unorganized grassroots women who want to identify with the women's movement goals of equality and economic justice; also to mobilize women to lobby on economic, social and political issues. Encourages massive letter-writing campaigns to public officials and encourages women to develop into an independent political force. Hotline gives information on important issues.

WOMEN'S EDUCATIONAL EQUITY COMMUNICATIONS NETWORK
1855 Folsom Street
San Francisco, California 94103
WEECN is an information service and communications system established in 1977 and operated by the Far West Laboratory for the U.S. Office of Education, under the auspices of the Women's Educational Equity Act. As an information service, WEECN collects, screens, classifies, stores, and provides information on projects and materials related to women's educational equity. As a communications system, WEECN facilitates contact among persons, groups, and agencies who are working on behalf of women's educational equity. Users of WEECN include teachers, administrators, counselors, curriculum specialists, preservice and inservice trainees, researchers, students, parents, and citizens.

Information on other national, state, and local networks can be obtained by contacting public libraries, local women's organizations (many of which are listed in the appendix), the Chamber of Commerce, friends, coworkers, and family members.

Once you have the address of a network that interests you, send them a postcard. Postcards are a great way of getting in touch with local groups. For example, we sent a postcard to the national office of Parents Without Partners, asking them to put us in touch with local chapters. We received a list of every Parents Without Partners chapter in the State of Connecticut! Check local newspapers as well, for announcements of meetings for local networks.

Local Networks

American Assn. of University Women
Clara Allen
116 Wedgewood Drive
Naugatuck, Connecticut 06670
729-9168

Association for Professional Devt.
Terri Golden
P.O. Box 729
New Haven, Connecticut
772-0250

Connecticut Chapter--American College
of Nurse Mid-Wives
Nancy J. Burton, CNM President
297 North Airline Road
Wallingford, Connecticut 06492
674-2298 (work)

Connecticut Coalition of Educational
Leaders
Helen L. Brook, President
31 High Street
Guilford, Connecticut 06437
453-0245

Connecticut Nurse's Association, Inc.
Barbara Schutt, President
One Prestige Drive
Meriden, Connecticut 06450
238-1207

Conn. State Women in Management
Toni Rulo, President
17 Newell Road
Bristol, Connecticut 06010
566-4278

Connecticut Women Artists
c/o Mollie Bornstein
105 Orchard Court
West Hartford, Connecticut 06117
521-9480

WREN*meets monthly at the Ground Round, Long Wharf, New Haven. Meetings offer members the opportunity to meet women entrepreneurs, executives, and others on the road to business success. Women on all levels from all professions are welcome.
Contact: Betty Farrell 387-3201
Susan Claps 265-5631

Grace Hirsch Self-Help Clinic
2 Hemlock Drive
Stamford, Connecticut 06902

Hartford Women's Health Co-op
c/o Mary Palmer
92 Rowe Avenue
Hartford, Connecticut 06106
233-7346

Office Workers of New Haven
Mildred Doody, Spokesperson
614 Orange Street
New Haven, Connecticut 06511
432-3868

Therapy Rights Committee
215 Park Street
New Haven, Connecticut 06511

Women in Banking
Sandy Reynolds, Regional Vice President, NE
c/o Trust Department
First Bank
P.O. Box 1909
New Haven, Connecticut 06509
497-2638

Women in Visual Arts
c/o New Haven Women's Liberation Center
614 Orange Street
New Haven, Connecticut 06511
436-0645

*Women's Resource Exchange Network

How to Start a Network Group

The following steps were developed by Mary Scott Welch in Networking: The Great New Way for Women to Get Ahead.

1. Start with a core of two or three women who agree with you about the general need for a new group. Together, work up a list of, say, twenty other women you'd like to include. What you're after are successful women with whom others will want to network; women who are qualified to become unofficial mentors, if they so choose. You hope they'll attract others at their own level as well.

2. Set the date, time, and place for the first three meetings, checking first to make sure there's no conflicting event scheduled at the same time.

3. Consider drawing up an agenda for the first meeting and writing out a tentative statement of purpose for the group. You may prefer to stay looser than a written agenda suggests. Just invite people to "come talk about the possibility of forming a network group."

4. At the first meeting, have on hand:
 a. a blackboard or an easel holding a newsprint pad to write down ideas and suggestions that come out of the meeting;
 b. a list of those attending, giving each person's name, identification, address, and phone numbers--and a copy for each person;
 c. a copy of the agenda, if any, for each person;
 d. name tags or, if sitting around a table, large, blank fold-over place cards on which each person can write her name, and felt-tip markers to use on these;
 e. self-help refreshments.

5. Start the meeting with introductions. Start with yourselves, including a few words on what prompted you to call this meeting. Then move to each person, going around the group in order of seating. Be sure to announce the date and time for the next meeting.

6. The open secret of success in keeping groups together is getting everyone involved as a participant. Tasks to delegate, if possible, are:
 a. sending out a summary of this meeting, along with a reminder of the next, to the whole list;
 b. talking to those on the list who didn't make this meeting, to tell them what happened;
 c. writing a statement of purpose, based on this meeting's discussion, to have ready for the next meeting.

7. In the first few days after the meeting, talk to each attendee in person or on the phone to get her reaction. If you don't have time to talk to each person, use the telephone tree method. Ask one person to call two or three names, each of whom is then asked to call two or three others, and so on.

8. Arrange with someone else to chair the next meeting, as you did the first. It's important that you sit back as soon as possible. You want the others to see this as their group, not yours.

9. Once the basic questions are settled, you will want to open up the membership, set a format for regular meetings, and develop a long-range plan. You may want to consider a plan that has worked for others, including the Connecticut Women's Resource Exchange Network (WREN): have two types of meetings; one to hash out the policy questions and to discuss the business of the network; the other to get going on actual networking--that is, personal problem-solving, rap sessions, etc.

10. Formalize two things you're probably going to need, before you need them: a way for the group to evaluate itself from time to time, and a suggestion box or some device to receive anonymous suggestions or complaints.

For starting your own network, consider the following list of Do's and Dont's:

1. Do try to give as much as you get from the network.
2. Don't be afraid to ask for what you need.
3. Do report back to anyone who ever gives you a lead, telling her what happened and repeating your thanks.
4. Do follow up on any leads and names you're given.
5. Don't tell everything to everybody.
6. Don't pass up any opportunities to network.
7. Don't neglect traditional organizations like alumni associations, women's organizations, etc.
8. Don't expect your network to function as a placement office.
9. Do call members of your network "for no reason at all."
10. Don't be discouraged if someone brushes you off.
11. Do call ahead when you've given someone's name to a person in your network.
12. Do keep expanding your network.
13. Do ask for only one thing at a time: information, referral, moral support, etc.
14. Don't expect an instant, magic answer.
15. Do take advice when you've asked for it.
16. Do offer your help generously.
17. Don't tell anyone what to do, even if she asks you to.
18. Do deliver on your promises.
19. Do pick the right people to ask for what you need.
20. Do take others up on their offers of help.
21. Do include all ages of women in your network.

What Are Mentors?

Mentors are successful individuals who share their experience, expertise and contacts with a newer, often younger member of a profession. Mentors can be both men and women, although tensions can arise between mentors of the opposite sex. Virginia Carter, a television executive, says in Women Making It that:

"The mentor relationship is terribly important to women. A mentor is someone who is older and wiser and already established in the area of your interests. This is a person who opens doors for you and who has such confidence in you that you have confidence in yourself."

Mentors provide one-on-one what networks and support groups provide: self-esteem and self-confidence. A relationship with a mentor may last only through the formative years of your career development, or it may endure well into your career.

Finding Mentors

As a student, you are most apt to find a teacher or counselor willing to act as a mentor. Many, if not most women students complete their education without a mentor; however, if you feel such a relationship is essential to your career or experience at school, you will want to take advantage of opportunities to get to know teachers or counselors who will take a special interest in your future.

One ready opportunity for contact with teachers are their office hours. Ordinarily, every teacher sets aside several hours a week to meet with students. Office hours are usually announced during the first or second class meeting. Feel free to bring questions about the class, your interests or other related topics to your teacher during his/her office hours. You may want to make a point of going to the office hours of teachers you feel you learn the most from on a monthly basis.

A second way of developing a mentor relationship while at school is through your adviser. By definition, your adviser should act as a mentor for you. If you do not have a good rapport with your adviser, shop around for a new one. Again, consider setting up regular appointments. In this way, your adviser can learn more about your interests and needs and assist you accordingly.

Resources: Networks and Mentors

Networks:

Halcomb, Ruth, Women Making It: Patterns and Profiles of Success. New York: Ballantine Books, 1979.

Hennig, Margaret and Anne Jardim, The Managerial Woman. New York: Anchor/Doubleday, 1977.

Kleiman, Carol, Women's Networks. New York: Ballantine Books, 1980.

Stern, Barbara, Is Networking for You? A Working Woman's Alternative to the Old Boy System. Englewood Cliffs, NJ: Prentice-Hall, Inc., 1981.

Welch, Mary-Scott, Networking: The Great New Way for Women to Get Ahead. New York: Warner Books, 1980.

Mentors:

"Mentors: What They Can and Cannot Do," C. DeRiemer in Essence 11:34+, December, 1980.

"Women Finally Get Mentors of Their Own," in Business Week, p. 74+, October 23, 1978.

What Are Support Groups?

Support groups are formed by individuals who share a common interest, need, or concern. As a student, you may share a number of common concerns with other women students: worries about balancing home and school, anxiety about your own abilities, common career interests, the search for jobs, an interest in sharing ideas generated by classes or any number of other areas. By meeting together with other women students to discuss such topics, invite experts or guest speakers to offer other perspectives, or to relax with people going through many of the same things, you provide yourself with "support."

Who Leads Support Groups?

Many groups have a trained leader who arranges for a regular meeting time and place and "facilitates" group sharing. While having a group leader can be helpful, you can run a support group without one. Post notices for a meeting of women students in the ladies' room, the halls, or in classrooms. Ask if someone at the Dean of Students or Counselor's Office will help you get started.

You may want to invite all women students, or you may wish to target women students with particular career interests. If there are day and evening students, you may want to have two organizational meetings at different times, so as not to exclude anyone.

The First Meeting

The first meeting is an occasion for women students to meet each other. Have name tags and a marker available for students as they come in. Once everyone is assembled, arrange your chairs in a circle and ask each student to identify another student they do not know. Then ask them each to find out the other student's name, reason for going back to school, and their favorite thing about being a woman. This is called a paired introduction. Give everyone about ten minutes, and then have each student introduce her partner, and provide the other information requested around the circle. After everyone has been introduced, you (or whoever has helped you organize the first meeting) should explain the purpose of the meeting. Here are some topics you might raise:

* What are we interested in discussing?
* Are there any speakers we would like to invite?
* How long do we want to meet for?
* Does anyone need child care? How can we help?
* Where can we meet conveniently?
* Is transportation a problem? Can we arrange a car pool?
* Can the school provide us with any money to cover photocopying costs if we want to hand out materials?
* What speakers or resources are available right at the school?
* When should we meet next? Should we meet weekly? Every other week?
* Can we set up a phone chain to remind our members of meetings?

Circulate a sheet for people to list their names, addresses, and phone numbers. Make a copy for everyone for the next meeting. As much as possible you should work with the office of the dean of students or the counselor's office. They are set up to organize student activities and should be willing to help you.

Topics and Speakers to Consider

The Learner's Compass organized a series of support groups in the spring of 1981. We have provided here a list of the topics we covered, along with printed materials we found useful. A list of possible speakers is also included.

SUPPORT GROUP TOPICS AND RESOURCES

This is not an exhaustive list. Many other topics and resources are available. Check with the public library for additional printed materials.

Assertiveness Training

Alberti, Robert E. and Michael L. Emmons, *Your Perfect Right*. San Luis Obispo: Impact, 1970, 1974.

Austin, Nancy and Stanlee Phelps, *The Assertive Woman*. San Luis Obispo: Impact, 1975.

Baer, Jean and Herbert Fensterheim, *Don't Say Yes When You Want to Say No*. New York: David McKay, 1975.

Bloom, Lynn C., Karen Coburn, and Joan Pearlman, *The New Assertive Woman*. New York: Delacorte Press, 1975.

Bower, Gordon H. and Sharon Anthony Bower, *Asserting Yourself: A Practical Guide for Positive Change*. Reading, Massachusetts: Addison-Wesley Publishing Co., 1976.

Harris, Gloria and Susan Osborn, *Assertive Training for Women*. Springfield, Illinois: Charles C. Thomas, 1975.

Smith, Manuel J., *When I Say No I Feel Guilty*. New York: Dial, 1975.

Organizations for Speakers:

Career/Life Alternatives
100 Whitney Avenue
New Haven, Connecticut
865-7377
Contact: Anita Perlman or Susan Ogle

Act II
100 York Street
New Haven, Connecticut
387-7442
Contact: Cynthia Pincus

The Y.W.C.A.
48 Howe Street
New Haven, Connecticut
865-5171

New Haven Center for Human Relations
441 Orange Street
New Haven, Connecticut
776-0217
Contact: Helen Fellenbaum

Connecticut Tutoring and Counseling Service
1501 Chapel Street
New Haven, Connecticut
865-6473

Catholic Family Services
478 Orange Street
New Haven, Connecticut
787-2207
Contact: Mrs. Stone

Career Planning/Employment

Abramson, Joan, *Old Boys-New Women: The Politics of Discrimination*. Praeger, 1979.

Agassi, Judity B., *Women on the Job: The Attitudes of Women to Their Work*. Lexington Books, 1979.

Career Planning/Employment, continued

Bird, Caroline, *Enterprising Women*. New American Library, 1976.

---- *The Two-Paycheck Marriage: How Women at Work are Changing Life in America*. Rawson Wade, 1979.

Blaxall, Martha, ed., *Women and the Workplace: The Implications of Occupational Segregation*. University of Chicago Press, 1976.

Boston Women's Collective, *The New York Women's Yellow Pages*. 1978-1979 Edition. St. Martin, 1978.

Burack, Elmer H., et al., *Growing: A Woman's Guide to Career Satisfaction*. Lifetime Learn, 1980.

Catalyst, *What to Do With the Rest of Your Life: The Catalyst Career Guide for Women in the 80's*. Simon and Schuster, 1980.

Fader, Shirley, *From Kitchen to Career: How Any Woman Can Skip Low-Level Jobs and Start in the Middle or at the Top*. Stein and Day, 1977.

Harragan, Betty L., *Games Mother Never Taught You*. Warner Books, 1978.

Howe, Louise K., *Pink Collar Workers: Inside the World of Women's Work*. Putnam, 1977.

Landau, Suzanne and Geoffrey Bailey, *The Landau Strategy: How Working Women Win Top Jobs*. Potter, 1980.

Lederer, Muriel, *Blue Collar Jobs for Women*. Dutton, 1979.

Monat, Lucia, *Back to Business: A Woman's Guide to Reentering the Job Market*. New American Library, 1980.

Scott, Niki, *The Balancing Act: A Handbook for Working Mothers*. Andrews and McMeel, 1978.

---- *The Working Woman: A Handbook*. Andrews and McMeel, 1977.

Seaman, Florence and Anne Lorimer, *Winning at Work: A Book for Women*. Running Press, 1980.

Summers, Jean, *What Every Woman Needs to Know to Find a Good Job in Today's Tough Market*. Fawcett, 1980.

Zimmeth, Mary, *The Women's Guide to Reentry Employment*. Minn. Scholarly, 1979.

Organizations for Speakers:

See Part Two on Career Interests.

Financial Management

Aetna Life and Casualty, *Making Ends Meet*. Free. Write Aetna at 900 Chapel Street Penthouse, New Haven, Connecticut 06510.

AFL-CIO Community Services, "Are You Over Your Head in Debt?" Brochure. Free from: United Way of Greater New Haven, Inc., 1 State Street, New Haven, Connecticut, 06511. 772-2010

First New Haven National Bank, *Guide to Home Money Management*. Free. Call Mary Head at Colonial Bank: 789-4738.

Lumb, Fred A., *What Every Woman Should Know About Finances*. Berkley Publishers, 1979.

MacKevich, Gene, *The Woman's Money Book: How to Make Your Money Grow*. Acropolis, 1980.

Schlayer, Mary E., and Marilyn Cooley, *How to Be a Financially Secure Woman*. Ballantine, 1978.

State Banking Department, *Women and Credit in Connecticut*. Write: State Office Building, 165 Capitol Avenue, Hartford, Connecticut, 06115. 1978.

University of Connecticut Extension Service, *What's in Your Credit File: The Fair Credit Reporting Act* and *How to Make My Money Stretch from Payday to Payday*. Call the Extension Service for copies: 789-7865.

Organizations for Speakers:

University of Connecticut Cooperative Extension
649 Howard Avenue
New Haven, Connecticut
789-7865
Contact: Faye Griffith

Women's Health Issues

Barbach, Lonnie, *For Yourself: The Fulfillment of Female Sexuality*. Bergenfield, NJ: New American Library, 1975.

Boston Women's Health Book Collective, *Our Bodies, Ourselves*. 2nd Edition. New York: Simon and Schuster, 1976.

Corea, Gena, *The Hidden Malpractice: How American Medicine Treats Women as Patients and Professionals*. New York: William Morrow & Co., 1977.

Diagram Group, *Women's Body: An Owner's Manual*. New York: Paddington Press, Ltd., 1977.

Kushner, Rose, *Why Me? What Every Woman Should Know About Breast Cancer to Save Her Life*. Bergenfield, NJ: Signet Books/The New American Library, 1975.

Mander, Anica Vesel and Anne Kent Rush, *Feminism as Therapy*. New York: Random House, 1974.

Reitz, Rosetta, *Menopause: A Positive Approach*. Radnor, Penn.: Chilton Book Co., 1977.

Rush, Anne Kent, *Getting Clear: Body Work for Women*. New York: Random House, 1973.

Seaman, Barbara and Gideon Seaman, *Women and the Crisis in Sex Hormones*. New York: Wade Publishers, 1977.

Stewart, Felicia, Felicia Guest, Gary Stewart, and Robert Hatcher, *My Body, My Health: The Concerned Woman's Guide to Gynecology*. Somerset, NJ: Wiley Medical Publications, 1979.

Weideger, Paula, *Menstruation and Menopause*. New York: Delta Books, 1977.

Organizations for Speakers:

Women's Health Services
314 Prospect Street
New Haven, Connecticut
777-4781
Contact: Mickey Cavanaugh

You may also want to contact local health clinics or the public information offices at Yale/New Haven Hospital or St. Raphael's Hospital.

Legal Rights

Government Publications:

U.S. Department of Labor Women's Bureau
"A Working Woman's Guide to Her Job Rights"

Permanent Commission on the Status of Women
6 Grand Street, Hartford, Connecticut, 06115 1-566-5702
Two booklets on legal rights at work and during pregnancy.

Lindsey, Karen, "Sexual Harassment on the Job and How to Stop It," *Ms. Magazine*, November, 1977, pp. 47-78.

Pendergrass, Virginia E., ed., *Women Winning: A Handbook for Action Against Sex Discrimination*. Nelson-Hall, 1979.

Strum, Philippa, "Women at Work: Is Discrimination Real?" *Graduate Women*, March/April, 1981, pp. 12-15.

Organizations for Speakers:

Office Workers of New Haven
614 Orange Street
New Haven, Connecticut
432-3868
Contact: Mildred Doody

Networking

See Part Eight of this guide.

Problem-Solving

ALA, Information for Everyday Survival: What You Need and Where to Get It. 1976.

Anderson, Barry F., The Complete Thinker: A Handbook of Techniques for Creative and Critical Problem-Solving, 1980.

Carkhuff, Robert R., The Art of Problem Solving, 1973.

DeBono, Edward, The Five-Day Course in Thinking. Basic Books, 1967.

Haley, Jay, Problem Solving Therapy. Harper and Row, 1978.

Johnson, Mildred, How to Solve Word Problems in Algebra: A Solved Problem Approach. McGraw-Hill, 1976.

Kepner, Charles H., The Rational Manager: A Systematic Approach to Problem Solving and Decision Making. McGraw-Hill, 1965.

Samson, Richard W., The Mind Builder: A Self-Teaching Guide to Creative Thinking and Analysis. Dutton, 1965.

Stress Management

Benson, Herbert, The Relaxation Response. New York: Avon Books, 1975.

Friedman, Meyer, and Ray Rosenman, Type A Behavior and Your Heart. Greenwich, CT: Fawcett Books, 1974.

LeShan, Lawrence, How to Meditate. New York: Bantam Books, 1974.

McQuade, Walter and Ann Aikman, Stress. New York: Bantam Books, 1974.

Pelletier, Kenneth, Mindaas Healer, Mind as Slayer. New York: Dell Books, 1977.

Selye, Hans, The Stress of Life. (revised edition) New York: McGraw-Hill, 1976.

Sheahy, C. Norman, 90 Days to Self-Health. New York: The Dial Press, 1977.

Organization for Speakers:

Act II
100 York Street
New Haven, Connecticut
387-7442/776-6372
Contact: Cynthia Pincus
Nicole Urdang

Time Management

See Part Seven of this guide.

Appendices:
Checklist for Returning Students

CHECKLIST FOR RETURNING STUDENTS

This checklist is offered as a planning guide. You will want to check off the items you need and those which are taken care of. If you find you have a need which is not taken care of, start planning now to develop your resources.

Finances:

NEED	HAVE	
____	____	Money for tuition and fees
____	____	Money for books and supplies
____	____	Money for living expenses
____	____	Money for transportation
____	____	Money for child care
____	____	Money for personal items
____	____	Someone you could borrow money from in case of a financial emergency

Child Care:

NEED	HAVE	
____	____	A caring adult in the home to tend the children
____	____	A caring older child in the home to tend the children
____	____	A relative or friend to babysit
____	____	A nursery school
____	____	A family day care home
____	____	A day care center
____	____	Elementary or secondary school serving lunches
____	____	After-school child care arrangement
____	____	Someone to contact or watch kids in case of an emergency

Transportation:

NEED	HAVE	
____	____	Public transportation to and from school
____	____	Public transportation to and from child care facilities
____	____	Own a family car for all transportation
____	____	Carpool to and from work
____	____	Carpool to and from school
____	____	Someone you could get a ride with in case of a car break-down or other problem

Household Issues:

NEED	HAVE	
____	____	An adult in the home to help clean
____	____	Children in the home to help clean
____	____	Other family members to help with cooking
____	____	Other family members to help with laundry
____	____	A place where you can leave your school materials undisturbed

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Time Management:

NEED	HAVE	
____	____	Willingness to say "no" when you are asked to do more than you have time for
____	____	Willingness to ask children/partner to wait to discuss things when you both have more time
____	____	Willingness to plan family activities and responsibilities together
____	____	Willingness to put up with more clutter than usual
____	____	Willingness to set goals and keep them

Support:

NEED	HAVE	
____	____	Someone with whom you can share personal worries
____	____	Someone with whom you can discuss school
____	____	Someone who will take care of the children if you need some time just for yourself
____	____	Someone you can call for help in the case of a crisis or emergency
____	____	Someone from whom you can ask advice about your school program
____	____	Someone from whom you can ask advice about your career

Resources for Single Mothers and Displaced Homemakers

Antoniak, Helen, Alone: Emotional, Legal and Financial Help for the Widowed or Divorced Woman. Millbrae, Calif.: Les Femmes Publishers, 1979.

Baruth, Leroy G., A Single Parent's Survival Guide: How to Raise the Children. Dubuque, Iowa: Kendall Hunt, 1979.

Bel Geddes, Joan, How to Parent Alone: A Guide for Single Parents. New York: Continuum Publishers, 1974.

Berman, Eleanor, Re-Entering: Successful Back-to-Work Strategies for Women Seeking A Fresh Start. New York: Crown Publishers, Inc., 1980.

Bequaert, Lucia, Single Women Alone and Together. Boston: Beacon Press, 1976.

Cannon, Will, Survival Manual for the Divorced Woman. Westport, Conn.: Condor Publishing Co.

Clarkson, Margaret, So You're Single. Wheaton, Illinois: Shaw Publishers, 1978.

Decker, Bea and Gladys Koolman, After the Flowers Have Gone: Coping With The Problems of Widowhood. Grand Rapids, Mich.: Zondervan, 1980.

DiGiulio, Robert C., When You Are A Single Parent. St Meinrad Indiana: Abbey, 1979.

Durland, Frances C., Coping with Widowhood. Liguori, Missouri: Liguori Publications, 1979. ($1.50)

Edwards, Marie and Eleanor Hoover, The Challenge of Being Single. New York: New American Library, 1975.

Ferri, Elsa and Hilary Robinson, Coping Alone. Atlantic Highlands, New Jersey: Humanities Press, 1976.

Forman, Lynn, Getting It Together: The Divorced Mother's Guide to Life. New York: Berkeley Publishing Corporation, 1974.

Gardner, Richard A., The Boys and Girls Book About One-Parent Families. New York: Putnam, 1978.

Glick, Ira O., et al., The First Year of Bereavement. New York: John Wiley and Sons, 1974.

Greene, Irene, A Widow Twice and Learning to Live Again. New York: Vantage Books, 1979.

Grollman, Earl and Marjorie L. Sams, Living Through Your Divorce. Boston: Beacon Press, 1978.

Harvey, Carol D. and Howard M. Bahr, The Sunshine Widow: Adapting to Sudden Bereavement. Lexington, Mass: Lexington Books, 1980.

Hensley, J. Clark, Coping With Being Single Again. Nashville, Tenn: Broadman, 1978.

Hope, Karol and Nancy Young, *The Sourcebook for Single Mothers*. N.A.L. Menma Handbook, 1976.

Jacobs, Ruth Harriet, *Life After Youth: Female, Forty--What Next?* Boston: Beacon Press, 1978.

Jensen, Maxine D., *The Warning of Winter: How the Widow Can Find New Life Beyond Sorrow*. Nashville, Tenn.: Abingdon, 1977.

Krebs, Richard, *Alone Again*. Minneapolis, Minn.: Augsburg, 1978.

Labarre, Harriet, *Live Alone and Be Happier Than Anybody*. New York: Popular Library, 1977.

LeShan, Eda, *What's Going to Happen to Me? When Parents Separate or Divorce*. New York: Scholastic Book Service, 1978.

Lendsay, Rae, *Alone and Surviving*. New York: Walker and Co., 1977.

Loewinsohn, Ruth J., *Survival Handbook for Widows and for Relatives and Friends Who Want to Understand*. Chicago: Follett, 1979.

Lopata, Helen Z., *Women As Widows: Support Systems*. New York: Elsevier, 1979.

McConnell, Adeline and Beverly Anderson, *Single After Fifty: How to Have the Time of Your Life*. New York: McGraw Hill, 1980.

Nudel, Adele, *For the Woman Over Fifty: A Practical Guide for a Full and Vital Life*. New York: Avon, 1979.

Nye, Miriam B., *But I Never Thought He'd Die: Practical Help for Widows*. Philadelphia: Westminster, 1978.

Raley, Helen T., *On Being a Widow*. Waco, Texas: Word Books, 1980.

Shields, Laurie, *Displaced Homemakers: Organizing For a New Life*. New York: McGraw Hill, 1980.

Silverman, Phyllis, et al., *Helping Each Other in Widowhood*. New York: Health Science Publishing Corporation, 1974.

Singleton, Mary Ann, *Life After Marriage: Divorce as a New Beginning*. Briarcliff Manor, NY: 1974.

Tate, Judith, ed., *Learning to Live Again: The Journey Through Grief for the Widowed or Divorced*. Cincinnati, Ohio: St. Anthony Messenger Press, 1979.

Torrie, Margaret, *Begin Again: A Book for Women Alone*. New York: International Publishing Service, 1975.

Wax, Judith, *Starting in the Middle*. New York: Holt, Rinehart and Winston, 1979.

Weiss, Robert, *Going It Alone: The Family Life and Social Situation of the Single Parent*. New York: Basic Books, 1979.

Women in Transition, Inc., *Women in Transition: A Feminist Handbook on Separation and Divorce*. New York: Scribners, 1975.

SOURCES OF INFORMATION IN THE NEW HAVEN AREA

Act II Counseling Resource Center
100 York Street
New Haven, Connecticut 06510
387-7442

Black Women's Support Group
197 Dixwell Avenue
New Haven, Connecticut
787-9347

Chapter Two: A Group for Successful Remarriage
West Haven Community House
227 Elm Street
West Haven, Connecticut 06516
789-7645 Vicki Smith

Children's Divorce Center
264 Amity Road
Woodbridge, Connecticut 02065
387-8887

Family Resource Center
110 Marvel Road
New Haven, Connecticut
389-6098

Midlife Counseling Center
436 Orange Street
New Haven, Connecticut
624-2891

New Haven Women's Center
614 Orange Street
New Haven, Connecticut 06511
436-0645

New Haven YWCA Support Groups
Carol Brekus 856-5171

Parents Without Partners
New Haven Chapter
P. O. Box 1356
New Haven, Connecticut 06505

"S" Club (Separated, Spirituality, Sharing)
Group for Episcopal Women

Single Mother's Group in the Valley
735-4423 Personal and Family Living Services

Widow/Widowers Associations
11 chapters in the New Haven area

Women's Organizations of Interest

American Assn. of University Women
Denna Lyons, President
23 Williamsburg Circle
Madison, Connecticut 06443
Tel: 421-3879

Office Workers of New Haven
Mildred Doody, Spokesperson
614 Orange Street
New Haven, Connecticut 06511
Tel: 432-3868

Council of Jewish Women
Ellie Greenberg
56 Alden Avenue
New Haven, Connecticut
Tel: 387-5544

Council of Catholic Women
Archdiocese of Hartford
Lorraine Vozzo, President
16 Gilbert Street
West Haven, Connecticut 06516
Tel: 934-0473

Conn. Task Force on Abused Women
Sherry Chase, Coordinator
57 Pratt Street, Room 407
Hartford, Connecticut 06103
Tel: 524-5890

Council of Catholic Women
President New Haven Council
Mrs. Vincent Hines
340 Marion Street
New Haven, Connecticut 06513

League of Women Voters of Conn.
Betsy Hedden, President
60 Connolly Parkway
Hamden, Connecticut 06514
Tel: 288-7996

Connecticut Educational and Legal
Fund (CWEALF)
Carmel Ruotolo
265 Church Street, Room 502
New Haven, Connecticut 06510
Tel: 865-0188

Planned Parenthood League of CT
Carol Gilbert, Associate Director
for Clinics and Training
129 Whitney Avenue
New Haven, Connecticut 06570
Tel: 865-0595

Urban League of Greater New Haven
Valerie Hayes, Affir. Action Analyst
1184 Chapel Street
New Haven, Connecticut
Tel: 934-0473

Connecticut Valley Council of
B'Nai B'Rith Women
Ronnie F. Greenspan, Ranking Women's
Officer
1538 South Main Street
Cheshire, Connecticut 06410
Tel: 272-0595

B'Nai B'Rith/B'Nai B'Rith Women
Bette Kozak
418 Mix Avenue
Hamden, Connecticut 06514
Tel: 281-4793

B'Nai B'Rith/B'Nai B'Rith Women
Vivian Kantrow
108 Sandquist Circle
Hamden, Connecticut 06514
Tel: 248-2586

National Organization of Women (NOW)
Nan Evans
127 Clark Avenue
Branford, Connecticut 06405

NOW - Greater Middletown Area
Dr. Terry Ferguson
69 East Main Street
Portland, Connecticut 06480
Tel: 342-2817

NOW - South Central Area
Dr. Marjorie Bradley
P. O. Box 5561
Hamden, Connecticut 06518
Tel: 239-9807

B'Nai B'Rith/B'Nai B'Rith Women
Ida Nadel
670 Mox Avenue
Hamden, Connecticut 06514
Tel: 288-9615

B'Nai B'Rith/B'Nai B'Rith Women
Elaine Arotsky
150 Hilltop Lane
West Haven, Connecticut 06515
Tel: 227-1122

Connecticut Federation of Business and
Professional Women's Clubs, Inc.
Beatrice C. Gay
1110 New Haven Avenue, Apt. 3
Milford, Connecticut 06460

Connecticut Federation of Business and
Professional Women's Clubs, Inc.
Angeline S. Young
1387 East Main Street
Meriden, Connecticut 06450
Tel: 237-3314 (home) 235-6365 x266

Connecticut Federation of Business and
Professional Women's Clubs, Inc.
Mrs. Mary Carpinella
109 West Lake Avenue
Guilford, Connecticut 06437
Tel: 488-9142

Connecticut Federation of Business and
Professional Women's Clubs, Inc.
Esther Buzzell
84 Wallace Row
Wallingford, Connecticut 06492

Women in Crisis
232 North Elm Street
Waterbury, Connecticut 06704
Tel: 756-6409

Women Power Coalition; Coalition of
Human Seminar for Women
P. O. Box 213
New Haven, Connecticut
Susan Osborn
Tel: 777-7711

Battered Women's Service
P. O. Box 327
Ansonia, Connecticut 06401
Tel: 736-0052

Hamden Residents Victim Services Unit
Police Department
Tel: 281-4221 x11 and 12

Women's Emergency Shelter
Kathy Ferry, Director
P. O. Box 1503
Waterbury, Connecticut 06721
Tel: 575-0036

Milford Area
Rape Crisis Center: Tel: 878-1212
Yale-New Haven Hospital: 436-1966

New Haven Battered Women's Project
Aid and Shelter
P. O. Box 1329
New Haven, Connecticut
Tel: 789-8104

Meriden/Wallingford
Battered Women's Task Force, Inc.
Aid and Shelter
Diane Shearer
P. O. Box 663
Meriden, Connecticut 06450
Tel: 238-1501

Childbirth Education Association of
Greater New Haven
135 Roydon Road
New Haven, Connecticut 06511
Tel: 776-5170

Connecticut Women's Caucus
Research and Education Fund
1209A Chapel Street
New Haven, Connecticut 06511
Tel: 789-1611

Connecticut Women's Educational and
Legal Fund, Inc.
265 Church Street #502
New Haven, Connecticut 06510
Tel: 865-0188

Natural Family Planning Association
16 Clear Lake Manor Road
North Branford, Connecticut
Tel: 488-6053

New Haven Family Planning Clinic
710 Sherman Parkway
New Haven, Connecticut 06511
Tel: 787-8192

New Haven Feminist Union
c/o Women's Center
614 Orange Street
New Haven, Connecticut 06510
Tel: 389-9054

New Haven Office of Handicapped Services
254 College Street
New Haven, Connecticut 06511
Tel: 787-8578

Women's Health Services, Inc.
73 Lyon Street
New Haven, Connecticut 06511
Tel: 777-4782

Sources of Financial Aid

SCHOLARSHIPS, GRANTS, AND LOANS AVAILABLE FROM FEDERAL AND STATE GOVERNMENT

PROGRAMS: FEDERAL	ELIGIBILITY REQUIREMENTS	WHERE TO APPLY/GET MORE INFORMATION
Basic Educational Opportunity Grants (BEOG), soon to be called Pell Grants Basic grants are awards which range from $200 to $1,900. The BEOG is awarded on the basis of financial need, and unlike loans, does not have to be paid back. All students who meet BEOG requirements are entitled to funding.	--U.S. citizen, U.S. national, or U.S. permanent resident* --have not completed a bachelor's degree --enrolled at least half-time in an eligible course of study --able to show financial need	A number of forms are used, depending on the school: 1. U.S. Department of Education Basic Grant Application Form 2. Financial Aid Form (FAF) 3. Family Financial Statement (FFS) Both the FAF and FFS charge a fee to analyze your financial situation. All forms should be available at the school's financial aid office. Basic Grant applications should be sent to: Basic Grants P.O. Box 92781 Los Angeles, California 90009
Supplemental Educational Opportunity Grants (SEOG) The SEOG is a gift of money up to $2,000 to help undergraduates complete school. Each school receives annually a set amount of money for SEOG's and awards it to students until all of it is distributed.	--determined by the school or program; generally the same as BEOG	At the financial aid office of your school.
College Work-Study Program This program provides jobs for students with financial need who must work to be able to meet their school expenses. The amount of the award depends on need and the money available to your school. Pay will be at least at the minimum wage level, but can go higher depending upon the type of work	--financial need --you must be enrolled as a regular student in an eligible program at an approved post-secondary institution --usually you must be at least a half-time student	At your school. They will tell you which forms are required.
National Direct Student Loan (NDSL) This is a low-interest (4%) loan to help you pay for your education. The NDSL program is arranged through the school's financial aid office. You can borrow up to $3,000 if you are enrolled in a vocational program, or if you have completed less than two years of a program leading to a B.A. If you have completed the first two years of a B.A. program, you can borrow up to $6,000 (including previous loans).	--same as BEOG	Ask the school financial aid officer which forms are required.
Guaranteed Student Loans A GSL is also a low-interest loan, but it is made to you through a bank, credit union, or savings and loan association rather than through the school. The new interest rate will be 9%. Independent undergraduate students may borrow up to $3,000 a year. Dependent undergraduate students can borrow up to $2,500 a year.	--eligibility for a GSL is not based on your family's financial status --you must be at least a half-time student	GSL applications are available from lenders (banks), from your school, or from a guarantee agency. Both you and the school must complete portions of the application. For information on lenders, call or write the Connecticut Student Loan Foundation, 25 Pratt St., Hartford, Connecticut 06103; phone, -547-1510.
Social Security Benefits	If you are between the ages of 18 and 22 and if --your parents or in some cases grandparents are deceased, disabled, or retired and have worked long enough to collect social security --you are a full-time student in a college or vocational school	Call or visit the Social Security Administration Office at 150 Court Street, New Haven, Connecticut. Phone: 773-2160.

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* Consult Five Federal Financial Aid Programs, 1981-82: A Student Consumer's Guide, available free from the U.S. Department of Education, for detailed eligibility requirements and further information.

WHEN TO APPLY	RECORDS NEEDED	ADDITIONAL INFORMATION
As soon as possible. The latest date for 1981-82 is March 15, 1982.	--most recent income tax return --W-2 forms --other financial materials, such as records of non-taxable income from Social Security or A.F.D.C.	File a Special Condition Form with your BEOG application if during the last year any of these conditions were true of you: --divorce, separation, or death of a parent or spouse; --loss of job; --loss of non-taxable income such as social security, A.F.D.C., welfare, unemployment benefits, etc. You can receive a Special Condition Form by writing Basic Grants, Box 84, Washington, D.C. 20044, or calling 1-800-638-6700. The Special Condition Form should be sent to Basic Grants, P.O. Box 92869, Los Angeles, Calif. 90009.
The school will set deadlines. Apply as soon as possible.	Same as BEOG	You can not request an SEOG over some other form of aid. The school will notify you if you have been awarded an SEOG.
As soon as you enroll.	Same as BEOG	Work-study jobs can be on- or off-campus. If you want to work off-campus, you will have to work for a non-profit organization willing to contract with your school for a work-study student. Don't hesitate to seek out the kind of work you would benefit from off-campus.
As soon as you apply, are accepted, or enroll in a program.	Same as BEOG	You are responsible for beginning payment of your loan six months after you graduate. You are allowed up to ten years to repay. Deferments are possible if you serve in --the Armed Forces; --the Commissioned Corps of the Public Health Service; --VISTA, the Peace Corps, or a comparable organization. Ask the financial aid office about other deferments.
Begin looking for a lender as soon as you are accepted to a school	Same as BEOG, with the addition of a Statement of Independent or Dependent Status.**	You can not borrow more than a total of $12,500 as a dependent undergraduate student, or $15,000 as an independent undergraduate student. Parents of dependent undergraduate students may apply for a GSL for their children. Combined loans are also possible. Loan repayment begins six months after you leave school. Five to ten years are allowed for repayment, depending upon the lender.
As early as possible.	--contact the Social Security Adminstration Office at 773-2160	

** You are independent if you answer "no" to all of these questions:
--did or will the student live with parents for more than six weeks in 1980 or 1981?
--did or will parents claim student for U.S. income tax exemption in 1980 or 1981?
--did or will the student get more than $1,000 worth of support from parents in 1980 or 1981?

PROGRAMS: STATE	ELIGIBILITY REQUIREMENTS	WHERE TO APPLY/GET MORE INFORMATION
State College Work-Study Program Similar to Federal Work-Study Program; you are allowed to work for up to $1,000 per academic year	--Connecticut resident --at least a half-time student --financial need	Applications available through the school's financial aid office.
State Supplemental Educational Opportunity Grants Grants of up to $1,000 per academic year available	--Connecticut resident --at least a half-time student --financial need	Applications available through the school's financial aid office.
Connecticut State Scholarship Program $100 to $1,000 scholarship grant	--high school senior or enrolled in a post-secondary program --Connecticut resident --S.A.T. scores --must show academic promise --must be just beginning college-level study	Applications may be gotten by calling your local high school counselor's office.
Tuition Waiver Program Available to veterans at state schools only	--must be enrolled in a degree program at a state school	Application should be made to the financial aid office at any state school.
Connecticut Vocational Rehabilitation Program This is a state program to help the handicapped or disabled with tuition assistance and vocational training	--documented medical disability which impairs the person's ability to be gainfully employed	Call the Vocational Rehabilitation Program in New Haven at 789-7867. Their offices are at 1 State Street, New Haven. They will send you an application.
Connecticut Student Loan Foundation Loans of up to $1,500 per year undergraduate; $2,500 per year graduate, at a 7% interest rate	--Connecticut resident for one year or attending an eligible Connecticut-based institution --citizen or U.S. national --enrolled in a school approved by the Federal Commissioner of Education and the Loan Foundation --at least a half-time student --making good academic progress	Call the Connecticut Student Loan Foundation or approach your local bank for information.

WHEN TO APPLY	RECORDS NEEDED	ADDITIONAL INFORMATION
As early as possible.	--same as for Federal Work-Study Program --proof of residency	
As early as possible.	--proof of residency --other documents as for BEOG	
November 15th of every year.	--S.A.T. scores --class rank in high school --proof of 12-month Connecticut residency	
No specific deadline; apply as early as possible.	--proof of veteran status	
As soon as you consider returning to school.	Medical documentation regarding disability.	After you submit an application, the program will arrange an interview. This is to determine eligibility. The program includes vocational testing and assessment. A job placement and job search service is also provided.
As early as possible.	--proof of Connecticut residency --proof of student status --grades or other proof of satisfactory academic progress	Repayment period ranges from five to ten years. Minimum monthly payments should not be less than $30 a month.

Non-government sources take the form of scholarships and grants offered by the school itself (see school descriptions in Part II for more information), or by private foundations, local and national private scholarship competitions, and commercial loan programs. We have listed a few of the available scholarship programs which may be of interest to you. Be sure to consult the resource books listed at the end of this section for more financial aid information.

National Sources of Financial Aid of Interest to Women

Altrusa International Stacia Florkosa Scholarship for Post-Secondary Education

Stipends for training or retraining.
Write: Altrusa International Foundation, Inc.
332 South Michigan Avenue
Chicago, Illinois 60604

AAUW Fellowship to American Women in the Professions

Non-renewable fellowships of up to $6,000. Financial need considered; high scholastic achievement, entering final year of training in an accredited professional school, involvement in professional work. Write:
Educational Foundation Programs Office
American Association of University Women
2401 Virginia Avenue NW
Washington, D.C. 20037
Deadline: December 15

American Medical Women's Association

Loans available up to $500 at 7.5% interest beginning six months after graduation. Five years allowed for repayment. Must be enrolled in an accredited U.S. medical school. Write:
American Medical Women's Association
1740 Broadway
New York, New York 10019
Deadline: Unknown

Business and Professional Women's Foundation

Career scholarships for women 25 and over who are entering new careers. Awards for part-time and full-time study. Write for information about this and other aid programs to:
Business and Professional Women's Foundation
2012 Massachusetts Avenue NW
Washington, D.C. 20036

BPW Foundation Loan Fund for Women in Engineering

Individual loans for up to $10,000 for women entering engineering programs.
Write: Business and Professional Women's Foundation
Engineering Loan Fund
2012 Massachusetts Avenue NW
Washington, D.C. 20036

Clairol Loving Care Scholarship Program

Awards to women 35 and older enrolled part-time or full-time in undergraduate programs. Administered by the Business and Professional Women's Foundation.

Diuguid Fellowships

Grants of $3,000 to $6,000 for women over 21 for one year of retraining or education. Study need not be for a degree, but must be career-related. Write:
The Diuguid Fellowship Program
Council of Southern Universities
795 Peachtree Street NE
Atlanta, Georgia 30308

Helen Mallock Scholarship

Scholarship awarded to members of the National Federation of Press Women who are juniors or seniors majoring in communications. Write:
National Federation of Press Women
P.O. Box 99
Blue Springs, Missouri 64015

National Medical Fellowships

Fellowships of varying amounts for minority U.S. citizens. Must show financial need and be accepted at a medical school. Write:
National Medical Fellowship
250 West 57th Street
New York, New York 10019
Deadline: March 1

Society of Women Engineers
Twelve scholarships awarded to women majoring in engineering; annually.
Write: National Headquarters,
Society of Women Engineers
United Engineering Center
345 East 47th Street
New York, New York 10017

United Methodist Student Loan Fund
Loans of $700 to $1,000. Repayment six months after graduation. Must maintain a C average, have financial need, be a U.S. citizen or permanent resident, and a member of the United Methodist Church. Contact your local United Methodist Church.

United Student Aid Funds, Inc.
Loans up to $2,500 per year at 7% interest. Repayment nine months after graduation over a ten-year period. Must show financial need, average scholastic grades; must be enrolled or accepted in an approved school. Write:
United Student Aid Funds
P.O. Box 50827
Indianapolis, Indiana 46250
Deadline: none.

Women's Clubs
Write the General Federation of Women's Clubs
1734 N Street N.W.
Washington, D.C. 20036 for information on state and local chapter scholarship programs.

Aetna Women's Club

Type of Aid: Scholarship
Application Deadline: January 1
Major Eligibility: Open to any high school senior whose mother is a member of the Aetna Women's Club.
Description: There are three or four annual awards for $1,000. The award is not renewable. The following variables are considered in making the award: grades, test scores, financial need, and references.
For Application and Further Information: Aetna Women's Club, Betty Gilmore, 151 Farmington Avenue, Hartford, Connecticut, 06156.

Altrusa International Founder's Fund for Vocational Services

$150 to $350 short-term training grant and/or supportive services toward employability. Preference given to North Middlesex County residents. Women preferred. Must show financial need. Write: Beatrice Struzenski, Chairman, Scholarship Committee, 711 East Street, Middletown, Connecticut, 06457.
Deadline: April

American Legion Auxiliary

Type of Aid: Past Presidents Parley Scholarship
Application Deadline: March 30
Major Eligibility: Open to any Connecticut resident whose mother or father is a member of, or is eligible to belong to the American Legion or the Beterans of Foreign Wars.
Description: There are four annual awards ranging from $300-$500. The awards are renewable. The following variables are considered in making the award: grades, financial need, and references.
For Application and Further Information: See the guidance counselor at a local high school.

American Legion Auxiliary Department of Connecticut

Type of Aid: Scholarship
Application Deadline: March 30
Major Eligibility: Open to any Connecticut resident (22 or younger) whose mother or father is a member of, or is eligible to belong to the American Legion or the Veterans of Foreign Wars.
Description: There are five $400 awards each year. The award is renewable. The following variables are considered in making the award: grades, financial need, and references.
For Application and Further Information: See the guidance counselor at the appropriate high school.

American Baptist Churches of Connecticut

Type of Aid: Connecticut Baptist Education Fund Scholarship
Application Deadline: March 1
Major Eligibility: Open to all Connecticut residents who are affiliated with the American Baptist Churches.
Description: The number of annual awards varies from one to five. The award amount typically ranges from $250-$500. The award is renewable. The award must be used by someone attending a four-year college and majoring in religious studies.
For Application and Further Information: American Baptist Church of Connecticut, R. C. Petrie, 100 Bloomfield Avenue, Hartford, Connecticut, 06105.

Association for Health, Physical Education, and Recreation
Type of Aid: Scholarship
Application Deadline: May 15
Major Eligibility: Open to high school seniors who plan on majoring in physical education or health education. Applicants must have participated in high school sports.
Description: One $250 award is given annually. Scholarship is not renewable. Applicants must plan on attending a four-year college or university. Criteria considered in making the award include: grades, financial need, test scores, and an essay written by each applicant.
For Application and Further Information: Mr. Robert Laemel, 35 Davis Street, New Haven, Connecticut, 06515.

Association of Retired Teachers of Connecticut
Type of Aid: Scholarship
Application Deadline: March 15
Major Eligibility: Open to Connecticut residents who are high school seniors and who intend to pursue a career in education.
Description: There is one award annually for $1,000. The award is renewable. The following variables are considered in making the award: grades, biographical sketch, test scores, interview, financial need, and references.
For Application and Further Information: Contact the guidance office at the appropriate high schools.

Balso Foundation Scholarship
Type of Aid: Scholarship
Application Deadline: April 18
Major Eligibility: Open to residents of Cheshire and adjacent towns.
Description: There are twenty to twenty-five annual awards ranging from $250-$2,000. The award is renewable. Financial need and grades are the primary criteria used in making the award.
For Application and Further Information: Cheshire High School Principal's Office, Cheshire, Connecticut, 06410.

Bunker-Ramo Foundation
Type of Aid: Scholarship
Application Deadline: November 1
Major Eligibility: Open to Connecticut residents who are the sons or daughters of active, retired, disabled or deceased employees of at least two years standing with the Bunker-Ramo Corporation.
Description: There are eight awards annually for $1,000. The award is renewable. The award must be used at a four-year college. Test scores and grades are primary criteria used in making the award.
For Application and Further Information: Bunker-Ramo Foundation, Scholarship Administration, 900 Commerce Drive, Oakbrook, Illinois, 60521.

CBT Employees Club
Type of Aid: Scholarship
Application Deadline: March 15
Major Eligibility: Open to all high school seniors with a parent or relative in the CBT Employees Club.
Description: There are four annual awards in the amount of $1,000. Awards are for use during the freshman year. The following criteria are considered in making the award: grades, financial need, and an interview.
For Application and Further Information: CBT Employees Club, Cynthia Robioux, 600 Silas Deane Highway, Wethersfield, Connecticut, 06109.

Carl Siemon Company
Type of Aid: Scholarship
Application Deadline: April 1
Major Eligibility: Open to a Watertown resident who is a senior at Watertown, Taft, Notre Dame, or Holy Cross High School and who intends to pursue a career in science.
Description: The number of annual awards ranges from one to four and the amount varies from $250-$1,000. The awards are not renewable. The following variables are considered in making the award: grades and financial need.
For Application and Further Information: See the guidance counselor at the appropriate high school.

Charles and Dorothy Greenblatt Trust Fund
Type of Aid: Scholarship
Application Deadline: March 31
Major Eligibility: Open to any person who has been a resident of Waterbury for more than five years.
Description: There are four awards annually, three for $1,000 and one for $400. The awards are renewable. Awards must be used at a non-sectarian school. Criteria used in determining awards are grades and financial need.
For Application and Further Information: Waterbury Public High Schools, Guidance Counselor, Waterbury, Connecticut.

Connecticut Broadcasters Association
Type of Aid: Scholarship
Application Deadline: May 1
Major Eligibility: Open to any Connecticut resident.
Description: There is one annual award for $1,500. The award is not renewable. The award is to be used by someone studying communications or broadcasting. The following variables are considered in making the award: financial need, references, and an essay.
For Application and Further Information: CBA, Robert Meinsen, 15 Highland Park Road, North Haven, Connecticut, 06473.

Connecticut Building Congress
Type of Aid: Scholarship
Application Deadline: May 30
Major Eligibility: Open to any Connecticut resident who is attending a four-year school and who is majoring in a construction-related area.
Description: There is one award each year for $1,000. The award may be renewed. The following variables are considered in making the awards: grades, interview, financial need, and references.
For Application and Further Information: Connecticut Building Congress, P.O. Box 5374, Hamden, Connecticut, 06514.

Connecticut Building Congress
Type of Aid: Scholarship
Application Deadline: May 30
Major Eligibility: Open to any Connecticut resident who is attending a two-year school and who is majoring in a construction-related area.
Description: There is one award each year for $500. The award may be renewed. The primary determinants for making the award are financial need and an interview.
For Application and Further Information: Connecticut Building Congress, P.O. Box 5374, Hamden, Connecticut, 06514.

Connecticut Environmental Health Association
Type of Aid: Yankee Conference Scholarship
Application Deadline: September 30
Major Eligibility: Open to any resident of Connecticut who is a current college student majoring in a health or environment-related area.
Description: There are one or two awards annually for $150. The awards are renewable. The primary determinant of the award is financial need.
For Application and Further Information: Chesprocott Health District, 91 North Brooksvale Road, Attn: Mrs. Rita Barbieri, Cheshire, Connecticut, 06410.

Connecticut National Bank Scholarships
$300 to $350 renewable scholarship for college-level education. Must be a relative of a CNB employee. Write: Theodore G. Schrade, Asst. Trust Officer, Connecticut National Bank Trust Department, 888 Main Street, Bridgeport, Connecticut, 06602. Deadline: April 30.

Easter Seal Rehabilitation Center
Ruby C. Oscarson Scholarship Fund
$500 renewable scholarships for junior year and beyond. Must be pursuing a career in the rehabilitation field, and a Connecticut resident. Must demonstrate financial need. Write: Mr. James Shearin, Executive Director, E.S. Rehabilitation Center, 26 Palmer Hill Road, Stamford, Connecticut, 06902. Deadline: May 1.

Eastern Connecticut State College
Type of Aid: Scholarships, Loans, Grants, and Work Study
Application Deadline: April 20, May 10 or December 1
Major Eligibility: Open to students who plan on attending Eastern Connecticut State College in Willimantic.
Description: Aids available: Basic Educational Opportunity Grant, State Supplemental Grants, Connecticut State Scholarships, College Work Study, Connecticut Work Study, National Direct Student Loan, Connecticut Student Loans, Veterans and Social Security Benefits, tuition waivers, and local sources of aid.
For Application and Further Information: Eastern Connecticut State College, Richard A. Savage, Director of Financial Aid, Willimantic, Connecticut, 06226.

Educational Foundation of Connecticut Restaurant Association
Type of Aid: Association of Restaurants Award
Application Deadline: November 15
Major Eligibility: Open to all Connecticut residents who are or will be studying or majoring in a food service field.
Description: There are three awards annually for $500. The award is renewable. Grades and recommendations are the primary variables considered in making the award.
For Application and Further Information: Associated Restaurants, 179 Allyn Street, Suite 304, Hartford, Connecticut, 06103.

Electric Boat Management Association
Type of Aid: Scholarship
Application Deadline: March 15
Major Eligibility: Open to all seniors whose parents are current members of the Electric Boat Management Association.
Description: There are ten annual awards ranging from $50-$1,000. The awards are not renewable. The following variables are considered in making the award: grades, a biographical sketch and an interview.
For Application and Further Information: Electric Boat Management Club, Elin Schoonmaker, Electric Boat, Groton, Connecticut, 06340.

Emhart Corporation
Type of Aid: David Muirhead Scholarship
Application Deadline: December 31
Major Eligibility: Open to the children, adopted children, and grandchildren of Emhart employees with at least three years service.
Description: There is one award annually for $1,500. The award is renewable. This scholarship is intended for use at a four-year college. The following variables are considered in making the award: grades, test scores, essay, and references.
For Application and Further Information: Emhart Corporation, Jeffrey Cleaves, P.O. Box 2730, Hartford, Connecticut, 06146.

Emhart Corporation
Type of Aid: Scholarship
Application Deadline: December 31
Major Eligibility: Open to the children, adopted children, and grandchildren of Emhart employees with at least three years service.
Description: There are nine annual awards, four for $1,000 and five for $750. The award is renewable. The following variables are considered in making the award: grades, test scores, an essay, and references.
For Application and Further Information: Emhart Corporation, Jeffrey Cleaves, P.O. Box 2730, Hartford, Connecticut, 06146.

Fafnir Bearing Scholarship
Type of Aid: Elisha H. Cooper Memorial Scholarship
Application Deadline: January 1
Major Eligibility: Open to any high school senior whose parent is employed by Fafnir Bearing.
Description: There are two awards annually for $2,000. Awards may be renewed. Awards must be used at a four-year college. The following variables are considered when making the award: grades and financial need.
For Application and Further Information: Fafnir Bearing, Keith Wuerthner, 37 Booth Street, New Britain, Connecticut, 06053.

Frank O'Brion Trust
Type of Aid: Memorial Scholarship
Application Deadline: February 15
Major Eligibility: Open to a high school senior or college student whose parent has been an employee of CBT for more than three years or is an employee of any bank with a New Haven home office.
Description: The number of annual awards ranges from ten to thirty. The amount can vary from $1,000-$3,500. The following variables are considered in making the award: grades, test scores, financial need, and an essay.
For Application and Further Information: CBT in New Haven or any eligible bank.

General Electric Foundation
Type of Aid: Employees Educational Loan Fund
Application Deadline: Varies
Major Eligibility: Open to General Electric employees or their children. Only employees with more than one year of service shall be considered.
Description: Employees may borrow up to $1,500 annually. There is a $5,000 limit per student and a $10,000 limit per employee.
For Application and Further Information: General Electric Headquarters, Marion Brosley, Building E-1B, Fairfield, Connecticut, 06430.

Knights of Columbus Student Loan Program
$1,500 per year, renewable loans. Must be enrolled at least half-time at an institution participating in the federally-insured student loan program. Evidence of normal scholastic progress. Must have direct family connection with the Knights of Columbus. Write: Knights of Columbus Student Loan Committee, P.O. Drawer 1670, New Haven, Connecticut, 06507. Deadline: None; allow ten weeks for processing.

McGraw Trust Fund
Type of Aid: Scholarship
Application Deadline: April 1
Major Eligibility: Open to any resident of Waterbury and adjacent towns, who is or will be attending an accredited post-secondary institution.
Description: There are seventeen annual awards in the amount of $1,000. Awards are renewable. Financial need is the prime consideration in making the award.
For Application and Further Information: Any high school or college in Waterbury.

Meriden College Club
Type of Aid: American Association of University Women Scholarship
Application Deadline: May 1
Major Eligibility: Open to residents of Meriden who plan on attending a two- or four-year college or university.
Description: Two $500 awards are given annually. Scholarships are renewable. Criteria considered in making the awards include: grades, an autobiography, financial need, and personal references.
For Application and Further Information: Rosemary McGoldrick, 16 Mattabasset Drive, Meriden, Connecticut, 06450.

Meriden Firefighters Auxiliary
Type of Aid: Scholarship
Application Deadline: April 15
Major Eligibility: Open to the children of employees of the Meriden Fire Department.
Description: There is one annual award for $300. The award cannot be renewed. The following variables are considered in making the award: grades, biographical sketch, test scores, and financial need.
For Application and Further Information: Meriden Firefighters Auxiliary, Meriden Fire Department, Pratt Street, Meriden, Connecticut, 06450.

Meriden Foundation
Type of Aid: H.J. and E.O. Reeves Scholarship
Application Deadline: March 4
Major Eligibility: Open to Meriden residents who are seniors at Platt, Maloney, or Wilcox Schools.
Description: There are three annual awards for $1,000. The awards may be renewed. The following variables are considered in making the award: grades, biographical sketch, interview, and financial need.
For Application and Further Information: See the guidance counselor at the appropriate high school.

Meriden Unison Club
Type of Aid: Scholarship
Application Deadline: April 1
Major Eligibility: Open to Meriden residents who are seniors at Platt, Maloney, or Wilcox.
Description: There are four annual awards for $500. The award is renewable. The following variables are considered in making the award: grades, interview, and financial need.
For Application and Further Information: See the guidance counselor at the appropriate high school.

Meriden-Wallingford Professional Nurses Club
Type of Aid: Scholarship
Application Deadline: April 1
Major Eligibility: Open to alumni, or children of alumni, of the Meriden-Wallingford Hospital School of Nursing.
Description: There are one to three annual awards ranging from $100-$300. The award is renewable. The award is to be used in the study of health and medicine or related areas. The following variables are considered in making the award: grades, interview, financial need, and an essay.
For Application and Further Information: Nancy Uryase, 87 Wayne Lane, Meriden, Connecticut, 06450.

Napier Company
Type of Aid: Scholarship
Application Deadline: March 15
Major Eligibility: Open to residents of Meriden, Southington, and Wallingford.
Description: There are twelve scholarships annually for $600. The award may be renewed. The award is intended for someone who will be pursuing a career in business, management, or some aspect of the jewelry industry.
For Application and Further Information: Contact the guidance department at the appropriate high school.

Naugatuck Uniroyal Fund
Type of Aid: Scholarship
Application Deadline: April 15
Major Eligibility: Open to Naugatuck residents who are high school seniors and who will be attending a four-year college.
Description: There are four awards annually for $1,500. The award is not renewable. Test scores are the primary criteria used in making the award.
For Application and Further Information: Uniroyal Corporation, Virginia Smith, 1230 Avenue of the Americas, New York, New York, 10020.

Naugatuck Valley Medical Society
Type of Aid: Scholarship
Application Deadline: May 1
Major Eligibility: Open to Naugatuck Valley residents who will be pursuing a career in medicine or related areas.
Description: There is one award each year for $1,000. The award may be renewed. The following variables are considered in making the award: grades, test scores, and financial need.
For Application and Further Information: Naugatuck Valley Medical Society, John M. Renehan, 1 Kingston Street, Ansonia, Connecticut, 06401.

Naugatuck Junior Women's Club
Type of Aid: Nursing Scholarship
Application Deadline: April 15
Major Eligibility: Open to high school seniors living in Naugatuck who plan on majoring in nursing or art.
Description: Two $200 awards are given annually. One award goes for nursing and one for art. Scholarships are not renewable. Criteria considered in making the awards include: grades, an autobiography, test scores, financial need, and references.
For Application and Further Information: Naugatuck Junior Women's Club, 78 Clark Hill Road, Prospect, Connecticut, 06712.

New England Region Soroptimist International of the Americas Medical Scholarship Award
$2,000 non-renewable scholarship offered biennially. Must be a woman student enrolled in medical, preferably in New England. Must be a New England resident. Write: Mrs. William R. Tuthill, President, Soroptimist International of Hartford, Route 87, Columbia, Connecticut, 06237. Deadline: December 1.

New Haven Business and Professional Women's Association
Type of Aid: Scholarship
Application Deadline: March 15
Major Eligibility: Open to women from New Haven who are currently in the sophomore or junior year of college.
Description: One $250 award is given annually. Scholarship is not renewable. Applicants must submit a resume along with a letter describing their career plans. College grades are also considered in making the award.
For Application and Further Information: Shirley Varmette, 203 Lakeview Terrace, New Haven, Connecticut, 06515.

New Haven County Medical Association Auxiliary
Type of Aid: Scholarship
Application Deadline: April 1
Major Eligibility: Open to any resident of New Haven County who is pursuing or intends to pursue a health-related career.
Description: There are three awards annually for $200. Awards are not renewable. Grades are considered in making the award.
For Application and Further Information: Mrs. Mark Denegri, 9 Carriage Drive, Woodbridge, Connecticut, 06525.

New Haven Rotary Wives Club
Type of Aid: Scholarship
Application Deadline: April 15
Major Eligibility: Open to female high school seniors or graduates of the following schools: Wilbur Cross High, James Hillhouse High, or Richard C. Lee High in New Haven.
Description: One award ranging from $600-$700 is given annually. Scholarship is renewable. Criteria considered in making the award include grades and a personal interview.
For Application and Further Information: See the guidance counselor at the above high schools.

New Haven Scholarship Fund, Inc.

Type of Aid: Scholarship
Application Deadline: March 31
Major Eligibility: Open to high school seniors from New Haven who attend Wilbur Cross, Hillhouse, Lee, Polly McCabe Center, Eli Whitney Technical School, or the High School in the Community.
Description: Ninety to one-hundred awards ranging from \$300-\$800 are given annually. Scholarships are not renewable. Criteria considered in making the awards include: grades, financial need, an autobiography, and a personal interview.
For Application and Further Information: See the guidance counselor at the above schools.

New London Women's Bowling Association Fund

Type of Aid: Scholarship
Application Deadline: April 1
Major Eligibility: Open to all high school seniors whose mothers are members of the Women's Bowling Association in New London, Connecticut.
Description: Two \$300 awards are given annually. Scholarships are not renewable. Criteria considered in making the awards include: grades and an essay written by the applicant. Applications may be obtained from high schools in any town that has a bowling league sanctioned by the association or from the Bowling Association office.
For Application and Further Information: New London Women's Bowling Association, 5 Dayton Place, Waterford, Connecticut, 06385.

North Branford Scholarship Association, Inc.

Type of Aid: Scholarship
Application Deadline: May 15
Major Eligibility: Open to high school seniors living in North Branford.
Description: Forty-one awards ranging from \$150-\$500 are given annually. Scholarships are not renewable. The top students are ranked and given the awards.
For Application and Further Information: North Branford School Association, Inc., Mary Christoford, 226 Parsonage Hill Road, Northford, Connecticut, 06472.

Olin Winchester Corporation

Type of Aid: Scholarship
Application Deadline: June 30
Major Eligibility: Open to all seniors whose parents are employed at Olin Winchester in New Haven.
Description: There are two awards annually ranging from \$2,000-\$3,000. One scholarship must be used at Quinnipiac College and the other at the University of New Haven. Awards may be renewed. The following variables are considered in making the award: grades, test scores, and financial need.
For Application and Further Information: Olin Corporation, Roberta Wilenski, 275 Winchester Avenue, New Haven, Connecticut, 06511.

Order of the Rainbow Girls

Type of Aid: Helen F. Jobes Fund Scholarship

Application Deadline: April 1

Major Eligibility: Open to all female high school seniors who are members of the Rainbow Girls.

Description: Six to eight awards ranging from $250-$300 are given annually. Scholarships are not renewable. Criteria considered in making the awards include: grades, financial need, references, and an essay written by the applicant.

For Application and Further Information: Rainbow Girls, Ezibelle Rau, 25 Roberts Street, Windsor Locks, Connecticut, 06906.

Pfizer, Inc.

Type of Aid: Scholarship

Application Deadline: December 1

Major Eligibility: Open to all high school seniors whose parents work for Pfizer, Inc. and will be attending a two- or four-year college.

Description: The company awards twelve scholarships yearly nationwide. The amount of the award ranges from $500-$2,000. The following variables are considered in making the awards: grades, test scores, and financial need.

For Application and Further Information: Contact the personnel office at any Pfizer Plant.

Pitney Bowes

Type of Aid: Scholarship

Application Deadline: December 31

Major Eligibility: Open to all children, including adopted and stepchildren, of Pitney Bowes' employees. Applicants must be high school seniors.

Description: There are thirty annual awards; ten for $2,500 and twenty for $1,500. The award is renewable. Grades and financial need are the primary criteria used in making the award.

For Application and Further Information: Pitney Bowes, Inc., Manager, Relocations and Suggestions, Walter H. Wheeler, Jr. Drive, Stamford, Connecticut, 06901.

Raybestos Speakers Club

Type of Aid: Sumner Simpson Scholarship Fund

Application Deadline: April 19

Major Eligibility: Open to high school graduates who plan on attending a two- or four-year college or university. In addition, either parent must be employed at Raybestos.

Description: Three to five awards ranging from $200-$500 are given annually. Scholarships are renewable. Criteria considered in making the award include: grades, an autobiography, test scores, an interview, financial need, and references.

For Application and Further Information: Raybestos, Personnel Department, 75 East Main Street, Stratford, Connecticut, 06497.

Record Journalism Foundation

Type of Aid: Scholarship

Application Deadline: April 15

Major Eligibility: Open to students living in Meriden, Wallingford, Southington, Cheshire or Middlefield, who are in the top 5% of the class and major in communications or journalism.

Description: Four to six awards ranging from $500-$1,000 are given annually. Scholarships are renewable. Applicants should show a strong interest in journalism and possess leadership ability. Criteria considered for the award include: financial need, test scores, an essay, references, and an interview.

For Application and Further Information: Record Journal, Crown Street, Meriden, Connecticut, 06450.

Risdon Employees Recreation Club

Type of Aid: Scholarship

Application Deadline: April 25

Major Eligibility: Open to high school seniors whose parents are members of the Risdon Manufacturing Employees Recreation Club.

Description: There are two awards annually for $500. The award is not renewable. Grades and financial need are the primary criteria used in making the award.

For Application and Further Information: John Pattison, Recreation Club President, Box 520, Naugatuck, Connecticut, 06770.

Rison Manufacturing Company

Type of Aid: Twenty-five Year Club Scholarship

Application Deadline: May 1

Major Eligibility: Open to any high school senior whose mother, father, or legal guardian works for Risdon or any of its subsidiaries.

Description: There are two annual awards for $1,000. One is for a boy and the other for a girl. The award is not renewable. Money is to be used at a four-year college. The following variables are considered in making the award: grades, biographical sketch, financial need and references.

For Application and Further Information: Contact the personnel department or plant manager.

Scholarship of Women's Auxiliary to New Haven County Medical Society

Offers $100-$300 scholarships, not renewable, for women interested in allied health careers. Must be a high school graduate and a New Haven county resident. Write: Mrs. J. C. Aguiar, 45 Williamsburg Dr., Orange, CT, 06477. Deadline: April 15.

South Central Community College

Type of Aid: Scholarships, Grants, Loans, and Work Study Programs

Application Deadline: Varies

Major Eligibility: Open to students who plan on attending South Central Community College in New Haven.

Description: Aids available: Basic and Supplemental Educational Opportunity Grants, College Work Study, State Supplemental Grant Program, National Direct and Guaranteed Student Loans, Veterans and Social Security Benefits, Connecticut State Scholarships and Loans, tuition waivers, Higher Education Grants and local aid.

For Application and Further Information: South Central Community College, Financial Aid Office, 60 Sargeant Drive, New Haven, Connecticut, 06511.

Southern Connecticut State College

Type of Aid: Scholarships, Grants, Loans, and Work Study Programs
Application Deadline: Varies
Major Eligibility: Open to students who plan on attending Southern Connecticut State College in New Haven.
Description: Aids available: Basic and Supplemental Educational Opportunity Grants, National Direct Student Loan, College Work Study, Connecticut State Loans and Scholarships, Nursing Loans and Scholarships, Veterans and Social Security Benefits, State Supplemental Grant Program, Connecticut Work Study, tuition waivers and local aid.
For Application and Further Information: Southern Connecticut State College, Financial Aid Office, 501 Crescent Street, New Haven, Connecticut, 06515.

Stanadyne Diesel Systems Group

Type of Aid: Stanadyne Hartford Division Scholarship
Application Deadline: April 1
Major Eligibility: Open to any high school senior whose parent has been employed by Stanadyne Hartford Division for at least one year.
Description: There are four awards annually for $2,000. Awards are not renewable. Award must be used at either a two-year or four-year college. The following variables are considered in making the award: financial need and an essay.
For Application and Further Information: Stanadyne Hartford Division, Employee Relations, P.O. Box 1440, Hartford, Connecticut, 06143.

Stanley Works

Type of Aid: Scholarship
Application Deadline: December 31
Major Eligibility: Open to all high school seniors whose parents are full-time employees or retirees of the Stanley Works.
Description: Nationwide there are six awards annually ranging from $500-$2,000. Awards may be renewed up to four years. The following variables are considered in making the award: grades, test scores, activities, financial need, and a biographical sketch.
For Application and Further Information: Stanley Works, Peg Robson, P.O. Box 1800, New Britain, Connecticut, 06050.

State of Connecticut

Type of Aid: Scholarship
Application Deadline: November 15
Major Eligibility: Open to Connecticut residents who are attending a four-year college or university.
Description: There are numerous awards each year ranging from $100-$1,000. The award can be renewed up to three times. Grades, test scores and financial need are the primary determinants used in making the award.
For Application and Further Information: Contact the guidance office at the appropriate high schools.

State Award in Aid of Nursing Education
Connecticut Board of Examiners for Nursing

Renewable scholarship. Award varies for registered nurse training. Requirements: four-year Connecticut residency, acceptance in accredited School of Nursing in Connecticut, plans to practice in Connecticut. Apply to the Dean of the School of Nursing to which you are applying, by May.

Stop & Shop Corporation

Type of Aid: Scholarship
Application Deadline: January 31
Major Eligibility: Open to all employees or children of employees who are high school seniors. Employment can be either full-time or part-time but must be longer than one year.
Description: There are ten awards annually for $500. Awards may be renewed up to four years. The following variables are considered in making the award: grades, test scores, and letters of reference.
For Application and Further Information: Stop & Shop, Frank Ippolito, P.O. Box 369, Corporate Employees Benefits, Boston, Massachusetts, 02101.

Sumner Simpson Scholarship Fund

$300 to $500 renewable scholarships for full-time student leading to a two- or four-year degree. Must have financial need, be a U.S. citizen, active in school programs, and be the son or daughter of an employee of the Stratford Company. Write: Anthony Franco, Chairman, R.M. Friction Materials, 75 East Main Street, Stratford, Connecticut, 06497. Deadline: April 20.

Todd Scholarship Foundation

$300 to $400 renewable scholarships. Must be a high school graduate and a Shelton or Derby resident. Write: Theodore G. Schrade, Assistant Trust Officer, Connecticut National Bank Trust Department, 888 Main Street, Bridgeport, Connecticut, 06602. Deadline: March 15.

Torin Corporation

Type of Aid: Scholarship
Application Deadline: April 15
Major Eligibility: Open to students in the upper 25% of their class who plan on attending a four-year college or university. Either parent must be a Torin employee for one year.
Description: Twelve awards are given annually, each award equalling 30% of the cost of tuition, room and board. Scholarships are given for a four-year period and are renewable contingent upon grades. Criteria considered in making the award include: grades, an essay, and a personal interview.
For Application and Further Information: Torin Corporation Personnel Department, Kennedy Drive, Torrington, Connecticut, 06701.

United Auto Workers Local 133 Memorials

Type of Aid: Scholarship
Application Deadline: April 16
Major Eligibility: Open to high school or college graduates in good academic standing. In addition, either parent must be a member of the United Auto Workers Local 133.
Description: Two $500 awards are given to two high school seniors and one $200 award is given to a college student annually. Scholarships are not renewable. Criteria considered in making the awards include: grades, financial need, and references.
For Application and Further Information: United Auto Workers Local 133, 56 Grove Street, New Britain, Connecticut, 06053.

United Auto Workers Local 626

Type of Aid: A. J. Delorenzo Scholarship

Type of Deadline: March 15

Major Eligibility: Open to high school seniors if either parent is a member of the United Auto Workers Local 626.

Description: Three $500 awards are given annually. Scholarships are not renewable. The primary criterion considered in making the awards is an essay written by the applicant.

For Application and Further Information: United Auto Workers Local Number 626, 247 Park Street, Bristol, Connecticut, 06010.

United Technologies Corporation

Type of Aid: Scholarship

Application Deadline: November 1

Major Eligibility: Open to all students whose parents are employed at United Technologies.

Description: Thirty-five to forty $3,000 awards are given annually. Scholarships are renewable. Criteria considered in making the awards include: grades, test scores, an autobiography, an essay, and a personal interview.

For Application and Further Information: United Technologies Corporation, Director of Employee Benefits, One Financial Plaza, Hartford, Connecticut, 06103.

Universal Oil Products--Aerospace Division

Type of Aid: Scholarship

Application Deadline: April 15

Major Eligibility: Open to high school seniors whose parents are employed at Universal Oil--Aerospace Division.

Description: Twenty $1,000 scholarships are given annually. Scholarships are not renewable. Applicants must plan on attending a four-year college or university.

For Application and Further Information: Universal Oil Products--Aerospace Division, Personnel Office, Route 202, Bantam, Connecticut, 06750.

United Rubber, Cork, Linoleum, and Plastic Workers

Type of Aid: John F. Kennedy Memorial Scholarship

Application Deadline: April 15

Major Eligibility: Open to high school seniors if either parent is a retired or present member of the United Rubber, Cork, Linoleum, and Plastic Workers.

Description: Five to seven $250 awards are given annually. Scholarships are not renewable. Criteria considered in making the awards include: grades, financial need, and references. Applications may be obtained from high schools in the Naugatuck Valley area or from the union office.

For Application and Further Information: United Rubber Workers of America Local 45, 203 Church Street, Naugatuck, Connecticut, 06770.

Various Community Organizations in East Haven

Type of Aid: East Haven High School Scholarship Fund

Application Deadline: April 31

Major Eligibility: Open to students attending East Haven High School.

Description: Scholarships ranging from $100-$1,600 are given annually. The number of awards varies by year. The criteria considered in making the awards also vary depending on each organization's standards.

For Application and Further Information: East Haven High School Guidance Department, 200 Tyler Street, East Haven, Connecticut, 06512.

Waterbury Association E. G. Munro Memorial
Type of Aid: American Association of University Women Scholarship
Application Deadline: December 1
Major Eligibility: Open to female students entering their sophomore year of college. In addition, applicants must have lived and attended high school in Waterbury or the surrounding area.
Description: One $500 award is given annually. Scholarship is not renewable. Criteria considered in making the award include: grades, financial need, references, and a personal letter written by the applicant. There is no formal application.
For Application and Further Information: Miss Ruth Barry, 147 Euclid Avenue, Waterbury, Connecticut, 06710.

Waterbury Civic League Joberta Whittington Memorial
Type of Aid: Women Civic League Scholarship
Application Deadline: May 1
Major Eligibility: Open to all Black high school seniors attending any of the high schools in Waterbury.
Description: One to three awards ranging from $100-$200 are given annually. Scholarships are not renewable. Criteria considered in making the awards include: grades and a personal interview.
For Application and Further Information: See a guidance counselor at any of the high schools in Waterbury.

Waterbury Hebrew Ladies Aid Association
Type of Aid: Scholarship
Application Deadline: May 15
Major Eligibility: Open to any senior in Waterbury public high schools who is Jewish.
Description: There are usually one or two awards for $500 and one or two awards for $100 each year. Awards are not renewable. The decisions are based on the grades and a letter of application submitted by each student.
For Application and Further Information: Mrs. Arthur Kramer, 120 Hillside Avenue, Waterbury, Connecticut, 06710.

Waterbury Pharmaceutical Association
Type of Aid: Scholarship
Application Deadline: September 15
Major Eligibility: Open to all residents of the Greater Waterbury area who have completed their first year of pharmacy school.
Description: Two $300 awards are given annually. Scholarships are renewable. Criteria considered in making the awards include: grades, financial need, and references.
For Application and Further Information: Mr. Frank Calvo, 54 East Ridge Road, Waterbury, Connecticut, 06700.

Waterbury Unico Club
Type of Aid: Scholarship
Application Deadline: April 1
Major Eligibility: Open to any Waterbury resident of Italian descent who is a senior at any public or private high school in Waterbury.
Description: There are five awards annually ranging from $200-$500. They are not renewable. The following variables are considered in making the award: grades and financial need.
For Application and Further Information: Father Rittuce, St. Lucy's Church, 24 Branch Street, Waterbury, Connecticut, 06704.

William T. Morris Foundation Scholarship Loan
Type of Aid: Loan
Application Deadline: May 1
Major Eligibility: Open to all high school graduates under the age of 21. In addition, either parent must be an employee of American Chain and Cable.
Description: Five to ten interest-free loans ranging from $1,000-$1,500 are awarded annually. Loans are renewable. The primary criterion considered in making these awards is financial need.
For Application and Further Information: American Chain and Cable, AACO Industries, Inc., 929 Connecticut Avenue, Bridgeport, Connecticut, 06607.

Woman's Seamen's Friend Society
Scholarships for women entering marine/oceanographic-related studies. Contact: 74 Forbes Avenue, New Haven, Connecticut. 467-3887.

Child Care Centers in the Area

Name	Ages Accepted	Hours Open	Must Child Be Toilet Trained	Is There A Waiting List	Snacks A.M.	Snacks P.M.	Lunch	Cost
BRANFORD								
*Branford Day Care Center 62 Cedar Street Branford, CT 488-4512 Roger Luchnik	2.9 - 6.0	7:30-5:30	yes	yes	yes	yes	yes	sliding scale
First Congregational Church Day Care Center 1009 Main Street Branford, CT 488-2225 Betsy Manners	3 - 5	9:00-11:00 12:30-3:30	yes	yes	yes	yes	no	$3.75/hour
Learn & Play Center 811 East Main Street Branford, CT 488-0549 Jennifer Sygiel	2.9 - 5.0	9:00-3:00 M.W.F.	yes	no	yes	yes	no	$7.50/day
Pine Orchard Day Care Center 149 S. Montowese Street Branford, CT 488-3769 Marge Dill	2.5 - 5.0	8:30-3:30	yes	information unavailable	yes	yes	no	day care is extended hours of nursery
Small Society Day Care/Nursery 79 Gould Lane Branford, CT 488-3274	1 - 6	7:00-6:00	no	no	yes	yes	no	varies on basis of hours per week and age of child
EAST HAVEN								
Old Stone Church Day Care Center 251 Main Street East Haven, CT 467-2907	3 - 5	8:40-2:30	yes	yes	yes	yes	no	
Whitney Village Day Care Center 18 River Street East Haven, CT 469-1179	2.5 - 4	8:30-4:30	yes	no	yes	yes	no	half days: 5/wk-$60mo. 3-$45mo. 2-$35mo. full days: 5/wk-$100mo. 3-$75mo. 2-$60mo.

Name	Ages Accepted	Hours Open	Must Child Be Toilet Trained	Is There A Waiting List	Snacks		Lunch	Cost
					A.M.	P.M.		
HAMDEN								
Betsy Ross Co-op Day Care Center 700 Hartford Turnpike Hamden, CT 288-1518	2.9 - 5.0	9:00-11:30	not answered	yes	no	no	no	2-day week 33 wks = $315.00
Good Shepherd Day Care Center 3680 Whitney Avenue Hamden, CT 248-7420 Nancy Bates	3 - 5	9:00-3:00	yes	no	yes	yes	no	$1.00/hour
Hamden Nursery School 185 Eramo Terrace Hamden, CT 248-6857	2.9 - 5	9:00-3:30 (later for specific situations)	yes	no	yes	yes	no	half day: $75/mo. 9-3:30: $175/mo. 8am-5pm: $200/mo.
Harris & Tucker Day Care Center 412 Newhall Street Hamden, CT 787-5087	2.9 - 6	7:30-5:00	yes	no	yes	yes	yes	$35/week
Linden Nursery School 605 Benham Street Hamden, CT 288-4580	3 - 5	9:00-3:00 but flexible	yes	yes	yes	yes	no	$9.50/day; also part-time rates
Mary Jude Day Nursery 396 Treadwell Street Hamden, CT 288-0131	3 - 4	9:00-3:00	yes	at times	yes	yes	no	four-year olds: 3 fulldays:$110/mo. 3 halfdays: $46/mo. three-year olds: 2 fulldays: $70/mo. 2 halfdays: $31/mo.
Mt. Carmel Nursery 3762 Whitney Avenue Hamden, CT 248-0669								
Mt. Sacred Heart Day Care Center 261 Benham Street Hamden, CT 248-4225 Sister Francis	3 - 5	8:00-3:00	yes	yes	yes	yes	no	$25/week; $5/day
Quinnipiac College Day Care Cen. Mt. Carmel Avenue Hamden, CT 288-5251 Sandra Malmquist	1 mo-4 yrs	8:30-5:00	no	no	yes	yes	no	$44/week

Name	Ages Accepted	Hours Open	Must Child Be Toilet Trained	Is There A Waiting List	Snacks A.M.	Snacks P.M.	Lunch	Cost
HAMDEN, continued								
*Sleeping Giant Day Care Center 60 Putnam Avenue Hamden, CT 248-3832 Joyce Weight	2.9 - 5.0	7:30-5:30	yes	yes	yes	yes	yes	sliding scale
Spring Glen Church Nursery School 20 Glen Parkway Hamden, CT 288-3381	3 - 4 TTh MWF	9:00-11:30	preferable	yes	yes			2-days: $285+$25 3-days: $385+$25 nine months
Steinau School for Young Children 1450 Whitney Avenue Hamden, CT 777-1067 Judy Lewis	2 - 6	8:30-5:15	no	no	yes	yes	no	
Sunshine & Lollipops Pre-School 20 Augur Street Hamden, CT 562-5840	2.9 - 5	7:45-5:30	preferable	no	yes	yes	no	9-3:$1610/10mos. f.t:$2000/10mos. 5-day week
Vicarage School Day Care Center 321 Ridge Road Hamden, CT 288-2116 Susan Abbett	2 - 6	7:30-5:30	no	yes	yes	yes	no	Sept-June:$1700.
Whitneyville Church Day Care Cen. 1253 Whitney Avenue Hamden, CT 248-3711	3 - 4	3-TTh 8:45-11:15 4-MWF 8:45-11:15	yes	yes-4 no-3	no			3-yr: $279. 4-yr: $360.
YMCA Community Day Care Center 1605 Sherman Avenue Hamden, CT 288-3196	2.9 - 6	8:00-3:00 (+till5:30)	yes	yes	yes	yes	no	fulltime:$1300/ 10 months; half-time: $750/year
MILFORD								
East Shore Day Care Center 16 Dixson Street Milford, CT 877-4343	2.10- 5.6	6:45-5:00	yes	no	yes	yes	yes	sliding scale
Good Shepherd Day Care Center 133 Broadway Milford, CT 874-8232	3 - 5	7:00-5:00	yes	yes	yes	yes	yes	sliding scale

Name	Ages Accepted	Hours Open	Must Child Be Toilet Trained	Is There A Waiting List	Snacks A.M.	Snacks P.M.	Lunch	Cost
NEW HAVEN								
Agnoyo Child Care Co-op 494 Winthrop Avenue New Haven, CT 776-2524 Cathy Forman	6wks-4yrs	8:15-5:00	no	yes	yes	yes	no	sliding scale
Bethesda Nursery School 305 St. Ronan Street New Haven, CT 787-5439 Mrs. Bonenberger	3 - 5	8:30-1:00	no	no	yes	no	no	$200/yearly
*Borenquen Day Care Center 100 East Pearl Street New Haven, CT 776-9355	3 - 5	4:30-5:30	yes	yes	yes	yes	yes	sliding scale
Calvin Hill Day Care Center 150 Highland Street New Haven, CT 436-0722 Mrs. Horwitz	3 - 4	8:00-5:00	yes	yes	yes	yes	yes	sliding scale
*Caribe Child Day Care Center 506 Howard Avenue New Haven, CT 787-5510								
Center Church Co-op Nursery School 311 Temple Street New Haven, CT 787-0121 Peg Sancomb	2 - 5	9:00-1:00	no	no	yes	no	no	$245/year
Child Development Center 501 Crescent Street New Haven, CT 397-4498 Mrs. Chiel	2.9 - 4.6	8:00-3:30	no	yes	yes	yes	no	food fee only
Children's Co-op Nursery School 185 Cold Spring Street New Haven, CT 777-0719 Kate Wight	8mos-5yrs	8:30-5:00	no	yes	yes	yes	yes	sliding scale
The Children's Place 103 Hallock Avenue New Haven, CT 787-0187 Jean Sheeley	3 - 5	8:30-2:30	no	yes	yes	yes	no	$1.00/hour

NEW HAVEN, continued

Name	Ages Accepted	Hours Open	Must Child Be Toilet Trained	Is There A Waiting List	Snacks		Lunch	Cost
					A.M.	P.M.		
Children's Preschool, Inc. 608 Whitney Avenue New Haven, CT 777-2491 Barbara Fuissine	2.8 - 5.0	8:00-5:00	no	yes	yes	yes	no	1/2 day, Sept.-June: $1,325
Chip & Dale Nursery 515 Middletown Avenue New Haven, CT 776-2233 Valerie Villano	2.8 and up	8:30-4:00	yes	yes	yes	yes	no	call nursery
Leila Day Nurseries #1 100 Cold Spring Street New Haven, CT 624-1374 Judy Merky	3 - 9	7:30-5:30	yes	yes	yes	yes	yes	sliding scale
Leila Day Nurseries #2 57 Webster Street New Haven, CT 624-3031	3 - 5	7:30-5:30	prefer	yes	yes	yes	yes	sliding scale
Dixwell Pre-School and Day Care Center 217 Dixwell Avenue New Haven, CT 787-1002 Mrs. Barbara Nelson	2.9 - 5.0	7:30-5:30	yes	yes	yes	yes	yes	sliding scale
*Dwight Child Day Care Center 1324 Chapel Street New Haven, CT 865-5552	3 - 5	7:00-5:00	yes	yes	yes	yes	yes	sliding scale
*Fair Haven Day Care Center 35 Market Street New Haven, CT 865-5221 Theresa Burroughs	2.9 and up	7:30-5:30	yes	yes	yes	yes	yes	sliding scale
Farnam Co-op Nursery 162 Fillmore Street New Haven, CT 777-2577 Susan Glynn	3 - 5	9:00-2:30	yes	yes	yes	yes	no	$22.00/week
*Hill Day Care Center 135 Button Street New Haven, CT 624-9706	16mos-4yrs	7:30-5:30	no	yes	yes	yes	yes	sliding fee

Name	Ages Accepted	Hours Open	Must Child Be Toilet Trained	Is There A Waiting List	Snacks		Lunch	Cost
					A.M.	P.M.		
NEW HAVEN, continued Hill Development Center								
*Hill Model Children's Center 34 - B Cinque Green New Haven, CT 776-5318 Ruby Slade	3 - 5	7:30-5:00	yes	yes	yes	yes	yes	sliding scale
*Martin Luther King, Jr. Day Care Center 175 Franklin Street New Haven, CT 624-1544	3 - 5	7:30-5:30	yes	yes	yes	yes	yes	sliding scale
*Macedonia Day Care Center 151 Newhall Street New Haven, CT 624-3841								
Manpower (CETA) Day Care Center 285 Dixwell Avenue New Haven, CT 776-8179								
Neighborhood Music School Nursery Program 100 Audobon Street New Haven, CT 624-5189 Susan Lichten	3 - 4	9:00-11:00 M,T,Th	no	no	yes	no	no	$600.00/year
*Neighborhood Nursery School, Inc. 620 Chapel Street New Haven, CT 865-0934	3 - 5	7:30-5:30	yes	yes	yes	yes	yes	sliding scale
*Newhallville Day Care Center 155 Ivy Street New Haven, CT 777-1122 Theodora J. Glover	3 - 5	7:30-5:30	yes	yes	yes	yes	yes	according to income
Open Door Nursery 704 Whitney Avenue New Haven, CT 562-4049	birth-2.8 regional center referrals only	9:00-2:00	no	no	yes	no	no	through Dept. Mental Retar.

Name	Ages Accepted	Hours Open	Must Child Be Toilet Trained	Is There A Waiting List	Snacks		Lunch	Cost
					A.M.	P.M.		
NEW HAVEN, continued								
St. Andrew's Community Nursery School and Day Care Center 1230 Townsend Avenue New Haven, CT Jane Yamac	13mos-6yrs	7:30-5:30	no	no	yes	yes	no	$12/day; $60/week
Lena R. Scott Day Care Center 679 Dixwell Avenue New Haven, CT 777-7621 Mrs. Allen	2 - 5	7:30-5:30	yes	no	yes	yes	yes	$25/week
United Community Nursery School 323 Temple Street New Haven, CT 787-4195 Betty Peterson	2 - 5	8:30-2:30	no	yes	yes	yes	yes	$107/mo. half-day
*West Hills Day Care Center 122 Wilmot Road New Haven, CT 597-0818	3 - 5	7:30-5:30	yes	yes	yes	yes	yes	sliding scale
Westville Community Nursery 323 Temple Street New Haven, CT 387-1579 Don Sayre	2.9 - 4.9	8:30-3:30	yes	no	yes	yes	no	call for information
Yale Divinity Nursery School 350 Canner Street New Haven, CT 562-4227 Bonnie Sherman	3 - 4	8:30-5:00	yes	for some groups	yes	yes	no	Sept.-May 2 days/wk:$980. 3 days/wk:$1470.
Yale Divinity Parents Co-op 354 Canner Street New Haven, CT 624-8179 Mary Ellen Schwartz	6wks-4yrs	9:00-5:00	no	yes	no	no	no	$8.70/day
YWCA Day Nursery 48 Howe Street New Haven, CT 624-7535 JoAnn Kelty	3 - 5	7:30-5:15	yes	yes	yes	yes	yes	sliding scale

Name	Ages Accepted	Hours Open	Must Child Be Toilet Trained	Is There A Waiting List	Snacks A.M.	Snacks P.M.	Lunch	Cost
NORTH BRANFORD								
Nursery on Notch Hill Notch Hill Road North Branford, CT 488-7395								
Village Nursery School 144 Village Street North Branford, CT 484-9068 Mrs. Torfason	3 - 5	8:30-12:00	yes	yes	yes	no	no	$35/mo. for two-day week
NORTH HAVEN								
Bumble Bee Nursery Clintonville Road North Haven, CT 239-3519	3 - 5	7:30-5:30	yes	yes	yes	yes	yes	sliding scale
Faith United Methodist Church 75 Clintonville Road North Haven, CT 239-2744 JoAnn Lemons	2.8 - 5	9:00-11:30	preferred	no	parents provide on rotating basis a.m. snack		no	3 half-days:$8.50
Gingerbread House 2 High Meadow North Haven, CT 288-7517 Mrs. Gloria Kilberg	3 - 5	7:45-5:00	yes	yes	yes	yes	no	$1.25/hour
*North Haven Day Care Center 295 Mill Road North Haven, CT 239-7366	4.8 - 12	7:30-5:30	yes	yes	yes	yes	yes	sliding scale acc. to income and # in family
Play School 3 Trumbell Place North Haven, CT 239-0156 Arlene Baldo	3 - 5	9:00-12:00	yes	yes	yes	no	no	$24/week 2 days
Pool Road Nursery 72 Pool Road North Haven, CT 239-2166 G. Menchetti	2.9 - 5.0	8:15-4:00	no	yes	yes	yes	no	$1.25/hour
Whitney Ridge Nursery 2141 Whitney Avenue North Haven, CT 248-7431 Maureen Sarno	2.9 - 5.0	9:00-1:00 M.W.F.	no	no	yes	no	no	$1.35/hour; $53.00/month

Name	Ages Accepted	Hours Open	Must Child Be Toilet Trained	Is There A Waiting List	Snacks		Lunch	Cost
					A.M.	P.M.		
WALLINGFORD								
Family YMCA Nursery 81 South Elm Street Wallingford, CT 269-4497 Susan Welu	3 - 5	9:15-11:45	yes	yes	yes	no	no	$300/year for 3 mornings/week
I'm Special Learning Center 26 Parker Farm Wallingford, CT 269-9313 mornings 265-7929 Pat Maschio	3 - 5	9:00-11:30 TTh12:30-3	yes	no	yes	yes	no	$4.50/session paid monthly
Kiddie Korner North 248 North Airline Wallingford, CT 265-0833	2.9 and up	9:00-3:00	no	yes	yes	yes	no	$3.50 per morning or afternoon session
Kodman's Small World 63 Hope Hill Road Wallingford, CT 269-3860	3 - 5	9:30-12:00	yes	no	yes			$4.00/session
Little People's Day Care Center 215 Parker Farm Wallingford, CT 265-1454 H. London	2.9 - 5.00	7:00-5:00	no	no	yes	yes	no	$45/week
St. Paul's Nursery School 65 North Main Street Wallingford, CT 269-5050	3.9 -	9:00-11:30	yes	no	yes			2 days:$28.75/mo. 3 days:$40.25/mo.
Wallingford Day Care Center 2 Washington Street Wallingford, CT 265-0233	3 - 5	6:30-5:30	yes	yes	yes	yes	yes	sliding scale
Wallingford Before and After School Program 4 Balsam Street Wallingford, CT 265-0233	6 - 12	6:30-9:00 3:00-5:30		no	yes	yes	no	sliding scale

Name	Ages Accepted	Hours Open	Must Child Be Toilet Trained	Is There A Waiting List	Snacks A.M.	Snacks P.M.	Lunch	Cost
WEST HAVEN								
Forest Child Day Care 228 Forest Road West Haven, CT 934-4616 Mary Lima	3 - 5	7:30-5:00	yes	no	yes	yes	no	$45.00/week $ 9.00/day
Linwood Day School 560 Ocean Avenue West Haven, CT 934-1751 Ms. Bresera	2.9 - 5.0	7:30-5:30	no	yes	yes	yes	yes	$35.00/week $ 7.00/day
Living & Learning Center 191 Platt Avenue West Haven, CT 934-2880 Mrs. Harnedy	3 - 8	7:30-5:30	yes	no	yes	yes	yes	$43.00/week
Nursery School By The Sea 546 Ocean Avenue West Haven, CT 934-1426 Mrs. Peters								
*West Haven Child Development Cen. 201 Noble Street West Haven, CT 932-2939 Rob Nankin	2.9 and up	7:30-5:30	yes	yes	yes	yes	yes	sliding scale
West Haven Day School 28 Church Street West Haven, CT 933-9993								
West Haven Green Nursery School One Church Street West Haven, CT 933-8591	3 - 5	9:00-11:30 1:00-3:30	yes	yes	yes	yes	no	$27. 2 days $37. 3 days